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ABSTRACT

These activities for students with special needs are arranged in the following categories: (1) basic personal and home living skills; (2) leisure and recreation skills; (3) communication skills; (4) employability skills; (5) academic skills--math; (6) academic skills--language arts; (7) additional resources; and (8) commercially available materials. Each activity may include skills, materials, procedures, suggestion, variation, and examples. Additional resources include multipurpose games and guest speakers/field trips. A list of 143 commercially available materials is arranged in the following categories: self-care/daily living, cookbooks, socialization, reading, math, and job readiness. (NLA)

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Leon County Schools

Department of Adult and Community Education

Activities for Students with Special Needs

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TABLE OF CONTENTS

Basic Personal and Home Living Skills 1-47

Leisure and Recreation Skills 48-66

Communication Skills 67-95

Employability Skills 96-127

ACADEMIC SKILLS - Math 128-152

ACADEMIC SKILLS - Language Arts 153-228

Additional Resources 229-246

CLOTHING AND SHOE CARE

SKILLS: Locate area of garment in need of repair
Clean shoes with brush or damp cloth

MATERIALS: Old clothes that are in need of repair (students each bring in one item)
Shoes to be polished

PROCEDURES: Give each student one item of clothing.

Ask the students to locate the area on the garment that is in need of repair.

Students then exchange clothing and again locate the area in need of repair. Repeat procedure.

Discuss why one should or should not wear the garment that is in disrepair.

Ask students to name the sewing tools needed to repair the garment.

More advanced students may proceed to actually repairing the garment.

Students may also discuss how the item should be cleaned.

Students may also bring in shoes, or use the shoes they are wearing.

Give them clear polish, a brush, cloth and newspaper. Discuss and demonstrate the procedure for polishing their shoes.

CLOTHING AND LINEN CARE

SKILLS: Identify/locate garments that belong on hangers
Hang blouses, dresses, shirts, coats, and pants
Fold t-shirts, shirts and sweaters
Match socks by color and fold together
Fold towels, flat and fitted sheets

MATERIALS: Old clothes and linens placed in a box or laundry basket. Do not fold or order them in any way.

PROCEDURES: Place a box of clothing and linen items in front of the class.

One at a time, students choose an item from the box, determine if it should be folded or placed on a hanger, then complete the task.

SUGGESTION: Each student may be assigned to bring in one or two items.

Source: S.R.A.: Home Skills, n.d., p. 7.2.3.1.

CLEAN AND STORE

SKILLS: Identify items to be machine-washed
Identify items to be hand-washed
Identify items to be dry-cleaned
Identify items to be machine-dried
Identify items to be line-dried

MATERIALS: Clothing and linen pictures

PROCEDURES: Prepare picture cards for low-level students or write clothing/linen word names on the chalkboard for higher-level students.

Students should name each item, then verbalize procedure for cleaning the item.

Example:
Sheets- wash in warm/hot water, line or tumble dry, fold and store on shelf or in drawer
Coats - check label, dry-clean, hang in closet
Sweaters- check label, hand wash in cold water, stretch on towel to dry, fold and place in drawer
T-shirts- wash in cold or warm water, place in dryer or on clothesline, fold and place in drawer

VARIATION: Copy laundry labels on 3 x 5 cards. Require students to read and verbalize procedures for cleaning.

Source: S.R.A.: Home Skills, n.d., p. 7.2.3.5.

LAUNDRY SORT

SKILLS: Sort clothes by placing them into piles according to color and type of fabric
Follow one- and two-step directions

MATERIALS: Miniature clothing shapes cut from a variety of material fabrics

Four miniature laundry baskets (cardboard boxes or small wicker baskets)

Label baskets: White wash and wear (permanent press)
White regular fabrics (regular cycle)
Colored wash and wear (permanent press)
Colored regular fabrics (regular cycle)

PROCEDURES: Prepare miniature clothing shapes (students may cut own patterns).

Discuss purpose of sorting clothes before placing clothes in the washing machine.

Give each student a pile of clothes and four miniature laundry baskets. Students must sort clothes according to the fabric.

VARIATION: Give each student several fabric samples; provide one set of laundry baskets for group participation.

APPLIANCE BINGO

SKILLS:

Identify vocabulary on a washer
Identify vocabulary on a dryer
Identify words located on an oven or stove
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS:

Bingo cards with the following terms (words may be separated according to appliance or combined for review purposes):

WASHER/DRYER	OVEN/STOVE
Cottons	Rear
Permanent Press/Polyester	
Knits	Front
Delicates	Left
Fluff	Right
Push to Start	Off
Normal Heat	Warm
Low Heat	200
No Heat	225
Push Knob to Start	250
Pull Knob to Stop	275
Normal	300
Gentle	325
Knit Cycle	350
Permanent Press Cycle	375
Regular Cycle	400
Pre-Wash Cycle	425
Water Level	450
Small	475
Medium	500
Large	Broil
Extra Large	Bake
High	

PROCEDURES:

Prepare Bingo cards with the above words (refer to Appendix in the Curriculum for Students with Special Needs for Bingo board).

Call out appliance vocabulary. Players will find each word on their card and cover it with a chip.

VARIATION:

Give the definition of the word and players will locate the word on their card (not practical for all words).

Source: Stephenson, 1983, pp. 75-77.

INTRODUCTION TO SEWING TOOLS

SKILLS:
Name or point to a needle, thread, scissors, straight pin, pin cushion and needle threader
Locate sewing items in room (classroom or home)
Verbalize or gesture the purpose of the sewing items
Verbalize safety precautions for using the tools

MATERIALS:
Sewing box (sample tools) - pins, needle, thimble, thread, pin cushion, seam ripper, and needle threader

Pictures of sewing items (trace, draw or copy on paper)

Create a transparency of the sewing items (optional)

PROCEDURES:
Discuss the use and the necessary safety precautions for using the sewing tools.

A student may be given the sewing tool picture worksheet and the actual sewing box. Ask the student to match the object from box with the picture.

For larger groups, the teacher may hold up or describe the sewing tool and ask students to mark or point to the described item on their worksheet.

A transparency and overhead may also be used for class discussion. Point to the item, and ask the student to describe its use and safety precautions.

SEW AND GO

SKILLS:
Name or point to a needle, thread, scissors, straight pin, pin cushion and needle threader
Participate cooperatively in an organized game
Demonstrate appropriate behavior for winning and losing

MATERIALS:
Game board with small pictures of sewing supplies (one in each space)
Game markers (thimbles)
Dice

PROCEDURES:
Students place markers at start and determine who will go first.

Roll the dice and advance around the game board.

Students must identify the name of the sewing supply where marker lands, or move back to previous space.

First person to reach home is the winner.

VARIATION:
Include numbers one through five in each of the spaces. After students identify the item, they collect the number of points in the box, writing the number down on individual point cards. Students also collect points after passing home. The first student with 70 points wins.

NEEDLE THREADING

SKILLS: Thread a needle

MATERIALS: Various size needles - depending upon skill level
Thread/yarn
Pin cushion (wrist or table)

PROCEDURES: The visual and motor ability of each student will determine the easiest method of threading a needle.

Initially, student should begin with a large yarn needle and yarn, using progressively smaller needles and thread.

The needle may be placed in the pin cushion in order to keep it steady. This is ideal for those individuals that do not have the use of one hand or are unable to steady the needle.

White paper is also helpful for those with visual impairments. Place the paper behind the needle making it much easier to see the hole.

LACING - GEOMETRIC SHAPES

SKILLS: Complete a lacing board (straight stitch)

MATERIALS: Heavy cardboard
Shoelaces (extra-long might work best)
Paper punch

PROCEDURES: Draw simple geometric shapes (six inches wide or larger).

Using the paper punch, punch holes around the edges of the shape.

Insert lace through front of the card; pull to back; insert lace through next hole from back; and pull to front. Continue around the card.

Source: Coy, 1980, p. 94.

CROSS STITCH ON GINGHAM

(See Variations for Low-Level Students)

SKILLS: Thread needle
Tie a knot, using thread
Complete basic cross stitch

MATERIALS: Gingham fabric, embroidery needle, thread, hoop and scissors
Stuffing (optional)

PROCEDURES: Make a pattern of X's on gingham fabric.

Give each student patterned gingham fabric and an embroidery hoop.

The student threads the needle and stitches the star in yellow and the rest of the tree in green.

Make a tree ornament or pin cushion by cutting a back, sewing right sides together, then stuffing.

VARIATIONS: Practice with X's on large gingham squares, using a large needle. If necessary, practice on paper first.

Gingham oil cloth with holes already punched (a needle works well) is also easier for the student to complete. Use yarn in place of embroidery thread. This makes a super trivet.

Use your imagination for creative designs other than the Christmas tree.

SEWING ON BUTTONS

SKILLS: Identify materials and tools needed to make repairs
Replace missing buttons

MATERIALS: Refer to PROCEDURES.

PROCEDURES: The following steps are recommended for teaching a student how to sew on a button. Begin the student at whatever step is most appropriate.

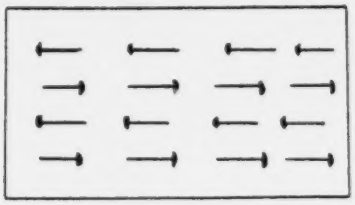
1. Initially, students should begin with a large button cut from heavy cardboard. Punch large holes and teach the sewing process using a shoelace.
2. Draw a shirt on a large piece of cardboard. Draw several buttons and punch holes within each button. Again, use shoelaces, teaching the sewing procedure.
3. Students should proceed to a large plastic button and a needle with yarn.
4. Give the students progressively smaller buttons, thread and needles until they are completing the task with a regular size needle, thread and button.
5. Encourage students to bring in garments from home that have a missing button. They must locate the point in which to sew the button, as well as the sewing tools necessary to complete the task.

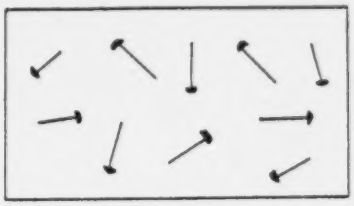
PINNING

SKILLS: Place pins in a single piece of fabric
Pin pattern to fabric
Cut around pattern pinned to fabric

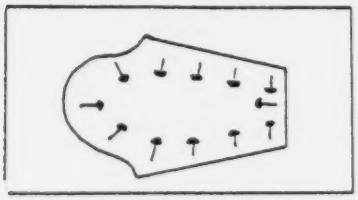
MATERIALS: Straight pins
Paper
Fabric
Scissors

PROCEDURES: Students begin by placing pins in paper. Pin lines may follow a straight line or may be presented in different directions.





Next, students pin around a paper pattern.



Students then cut around the pattern and remove the pins.

Remember: Pattern must lie flat.
Insert enough, but not too many pins.
Pins should not be in the way of cutting lines.

NAME OR INITIAL PILLOW/WALL HANGING

SKILLS:
Identify/spell his or her own name
Pin pattern to fabric
Cut around pattern pinned to fabric
Thread a needle
Tie a knot
Sew a straight stitch

MATERIALS:
Cloth
Letter patterns
Scissors/pins/needle/thread
Stuffing (styrofoam packing chips work well)

PROCEDURES:
Each student receives a pattern of the first letter of his or her name, or ask students to locate the correct letter from a group of patterns.

Locate the appropriate size piece of scrap fabric.

Fold fabric double.

Place fabric with right sides together and pin on the pattern.

Cut around the pattern (cutting two) to form the letters.

Mark fabric for stitching, leaving an open space for stuffing.

With right sides together, sew the seams using the straight stitch. It may be necessary to stitch the seam several times. Be sure to tie knots when beginning and ending a stitch line.

Turn the letter right side out. Iron, if desired, then stuff.

Fold in remaining seam and stitch.

Repeat procedure with remaining letters, and then stitch letters together to spell the student's name.

CLASS MENDING BOX

SKILLS:
Locate area of garment which needs repair
Identify/obtain materials needed to make repairs
Replace missing buttons
Repair a hem/split seam

MATERIALS:
Mending Box- box, spools of thread, needle, scissors, straight pins, and safety pins (for use when button or zipper pop apart)

PROCEDURES:
Discuss the purpose of a mending box, what items should be included, safety precautions, and the importance of not wearing clothes that are in need of repair.

Students check their clothes daily and sew on buttons, fix hems, and repair seams as needed.

Source: S.R.A.: Home Skills, n.d., p. 7.2.3.2.

LISTEN TO THE WEATHER REPORT

SKILLS: Demonstrate auditory comprehension

MATERIALS: Weather forecast from the newspaper or other available source

PROCEDURES: Tell the students to pretend they are listening to the radio. They might want to close their eyes.

The teacher then reads a portion of the "local forecast" from the newspaper. It may be fun to ad-lib additional comments to imitate the radio announcer.

Ask the students specific questions about the forecast. How warm will it get today? What does 30% chance mean? What is a temperature in the mid 70's?

SEASONAL MONTHS

SKILLS: Identify seasons of the year
Identify different weather conditions

MATERIALS: Chalkboard

PROCEDURES: Draw a large circle on the chalkboard. Ask students to name the months of the year. Begin with January, placing it at the top of the circle and proceed clockwise.

Ask the students if they remember what the weather is like in each of the months. Encourage concepts of "winter months," "spring months," etc.

Draw four lines, radiating from the center of the circle, to show the divisions of the seasons. Erase the names of the months. Ask students to rename the months in each season, writing them on the board as they are correctly named.

Students may also name the holidays in each season or month.

This activity may be repeated independently. Ask students to draw a large circle with four lines radiating from the center. Each area should represent a season. Students should write the months, or non-readers may simply draw pictures which represent the various seasons.

Source: S.R.A.: Arithmetic Skills, n.d., p. 3.5.6.5.

IS IT AN EMERGENCY?

SKILLS: State reasons for using 911 number
Identify pictures which represent emergency situations (optional)

MATERIALS: Teacher-made worksheet. (Draw or copy a variety of emergency and non-emergency situations.) Refer to examples below (optional)

PROCEDURES: Prepare a worksheet with pictures of emergency and non-emergency situations, or give students situations verbally and ask them to determine if the emergency 911 number should be called. Discuss the importance of good judgement and who should be contacted if 911 is not appropriate.

EXAMPLES: For discussion or drawing:

- There is a fire in the kitchen
- The garbage men did not come
- A strange man walks into your home
- Your dog is hit by a car
- Your window will not open
- Your electricity goes off
- Your friend is eating and starts to turn blue
- You need an ambulance, but cannot locate the number
- You burned your breakfast, and it smells
- You cannot find your pet cat
- You missed your ride to school
- You live by yourself, and think your arm is broken
- You walk into your home, and smell a strong gas smell
- You see smoke coming from your neighbor's home
- You are looking out your window, and see a terrible accident

FIRE SAFETY FLASH CARDS AND FIRE SAFETY CHANT

SKILLS: Identify fire safety supplies
Identify procedure to follow when clothes or body are on fire

MATERIALS: Fire safety picture cards: 911, exit sign, fire engine, ladder, fire extinguisher, baking soda, hose, blanket, evacuation plan, and smoke alarm

PROCEDURES: Discuss each picture. Ask students how or where each item would be used in a fire emergency. Also discuss where they would be found.

Review by giving each student a card and ask each student to repeat the how, where and why information.

Reverse the activity by describing the how, where and why information and ask students to name the fire safety item.

Explain fire safety chant, "Stop-Drop-Roll". Ask students to repeat the chant, demonstrating the process of extinguishing a body fire.

Contact fire department for demonstration and updated procedures. Also request procedures for those confined to wheelchairs.

HELP NUMBERS

SKILLS: Read/obtain information from a phone book
Locate major sections of the phone book and names of businesses/friends

MATERIALS: Paper and pencil

PROCEDURES: Discuss the different agencies within the community which provide help for individuals with problems.

Make a special number sheet, write numbers on the first page of the city phone book where space is provided, or make a personal phone directory.

Discuss local agency names, phone numbers, and a brief description of services provided. Write appropriate numbers in each student's phone directory.

Source: Kramer, 1976, pp. 117-118. Laney, 1985, pp. 1-108.

HELP!

HELP with Transportation

Big Bend Transit 222-4160
Dial-A-Ride 574-5199
Taltran (schedule information) 574-5200
Yellow Cab 222-3070

HELP for the Disabled

Developmental Services 488-6500
Economic Services 487-1756
Legal Aid 222-3004
Social Security 1-800-234-5772
Vocational Rehabilitation 488-5931

HELP with a Crisis

Ambulance Service 681-5400
Emergency 911
Leon County Sheriff's Department ... 222-4740
Poison Control 681-5411
Tallahassee Community Hospital 656-5000
Tallahassee Memorial Regional Medical Center 681-1155
Tallahassee Police Department 681-4200

HELP with Food

Food Stamps 488-1182
Leon Community Action Program 222-2043

HELP with a Complaint

Division of Consumer Services 488-2221
H.R.S. Complaint Line 488-9875

HELP with Health Care

Leon County Health Department 487-3144

Source: Telephone Counseling and Referral Services 1990 Resource Directory. For a copy of the Directory or for more information about available community services, call 224-6333.

COMMUNITY PHOTOGRAPHS

SKILLS: Identify signs within the community

MATERIALS: Photographs of actual signs. The possibilities are endless. One may want to consider business signs (Sears, Laundromat, etc.), travel signs (bus, street lights, caution, etc.), and community signs (store hours, entrance, exit, no smoking, restroom, etc.)

PROCEDURES/ VARIATIONS: Identify sign name.
Tell where sign may be located.

Tell what service is provided.

Put signs into categories (grocery stores, department stores, restaurants, etc.).

Present several business signs. Tell students one needs to buy some deodorant and ask them where it may be purchased. The teacher or students may name a variety of products and then name the specific store in which the items may be purchased.

WHERE CAN YOU BUY IT?

SKILLS: Name pictures of single objects
Sort by category/function

MATERIALS: Pictures of: grocery store, department store, drug store, hardware store, and discount store

Use the names of the different stores (found in the newspaper) if pictures are unavailable

Pictures of objects which are found in each of the above store settings, such as a hammer, clothing, thermometer or vegetables

PROCEDURES: Give each student several pictures. One at a time, students choose a card and place it in front of the "store" in which they would find it.

VARIATION: Reinforce correct placement with a point on a score sheet. Students with the most points win.

Source: Special Education Information Management System (SEIMS): Learning Skills, 1977, p. 39 6.02.

COLLAGE OF GROOMING SUPPLIES

SKILLS: Identify products used for washing hair
Identify products used for shaving
Identify deodorant products
Identify oral hygiene products

MATERIALS: Magazine/newspaper
Large paper, scissors, glue

PROCEDURES: Discuss types of products used for grooming.

Ask students to locate pictures of grooming products in magazines or newspapers, cut them out and glue them into a collage.

Collages may be shared and discussed.

GROOMING BINGO

SKILLS: Identify products used for washing hair
Identify products used for shaving
Identify deodorant products
Identify oral hygiene products

MATERIALS: Bingo cards (oversized)
Variety of grooming pictures (magazines are a good resource)

PROCEDURES: Give each student a blank Bingo card and the individual pictures of the grooming products.

Students create their own board by laying the pictures on the board, leaving the center space free.

The teacher or leader identifies one of the products by naming it or describing how it is used.

The students locate the product described and remove it from their card.

When all items in a row have been removed, the students wins.

GROOMING CARD DEAL

SKILLS: Identify products used for washing hair
Identify products used for shaving
Identify deodorant products
Identify oral hygiene products

MATERIALS: Variety of grooming pictures on cards

PROCEDURES: Deal each student five to eight grooming cards and one blank card. The teacher or monitor names or describes one grooming item.

Students locate that item in their hand. If they do not have the item, they choose the blank card.

Students lay the card face down on the table. On request, all students turn their cards over.

The teacher can monitor for correct answers.

VARIATIONS: Divide students into groups of two and give them two sets of five to eight different grooming cards.

One student deals the cards, giving each person four to five cards, leaving the remaining cards in a pile.

Students take turns asking each other for a certain grooming item. If the other student has the card, he/she must give it to the player who asked for it.

Matched sets are placed in front of the student.

Students draw from the pile if they do not receive a card from the other player.

The student with the most matched sets wins.

GROOMING PRODUCTS MIX-UP

SKILLS: Identify products used for washing hair
Identify products used for shaving
Identify deodorant products
Identify oral hygiene products

MATERIALS: Variety of grooming products (empty bottles/cans are best)

PROCEDURES: Present student(s) with a variety of grooming products.

Ask one student to choose a product; ask another student to identify how it is used.

Reverse the procedure, asking one student to describe how a product is used and another student to identify the particular brand.

Discuss how often and why each product should be used.

GROOMING CHART

Make copies of grooming chart for each student and place a mark on the day the skill is completed.

ACTIVITY	Mon.	Tues.	Wed.	Thurs.	Fri.
WASH HANDS					
WASH FACE					
COMB HAIR					
BRUSH TEETH					
APPLY DEODORANT					
OTHER: _____					

WHAT SHOULD YOU WEAR?

SKILLS: Select clothing appropriate for weather conditions
Select clothing appropriate for various social occasions
Select footwear appropriate for weather conditions
Select footwear appropriate for various social occasions

MATERIALS: Situation cards giving a social event the student is to attend, as well as the "current" weather condition (refer to examples below)

Multi-purpose game board and markers (optional)

PROCEDURES: The student or teacher reads the situation card. Students respond, individually or as a group, stating all the clothing he/she should wear. Be sure the student includes coats and shoes, if appropriate.

Pictures of different types of clothing may be used in place of verbal responses (Catalogs will provide many appropriate pictures).

VARIATIONS: If students prefer to play a game, they may roll dice, answer a situation card, then proceed to move their game marker around the board.

Situation cards may be created by copying the example pages below, cutting the situations apart and pasting to 3 x 5 index cards.

SITUATION CARD EXAMPLES

- You are going to a job interview. The temperature is 57 degrees ,and it is raining. What should you wear?
- You are going to a casual party at a good friend's house. It is 80 degrees and the sun is shining; however, it will be dark before you get home. What should you wear?
- You are going to an elegant restaurant on a Saturday night. It is 75 degrees. What should you wear?
- You are going to a fast-food restaurant on a Saturday morning for breakfast. It is 68 degrees, and the sky is cloudy. What should you wear?
- You are going out for dinner. It is 90 degrees and raining. What should you wear?
- You and three friends are going to the lake to swim, and will stop at a grocery store on the way home to get food for dinner. It is warm and sunny. What should you wear?
- You and a friend are taking a trip to the beach, and will have dinner afterwards at a local fast-food restaurant. What should you wear?

- You are going to an afternoon basketball game, then to a covered-dish party and will be home by 11:00 p.m. The temperature is 64 degrees, but will drop to 34 degrees. What should you wear?
- You and two friends are going for a walk around the block. It is dusk, but you feel like getting some exercise. It is 70 degrees. What should you wear?
- You are baking a cake and do not have any eggs. You need to walk to the grocery store. It is 65 degrees and looks like rain. What should you wear?
- You feel like taking a bicycle ride. It is 8:00 in the morning, 65 degrees and sunny. What should you wear?
- You are going over to your mother's to help her clean her house. It is 65 degrees and raining. What should you wear?
- You are going to an outside barbecue. The temperature is 90 degrees. What should you wear?
- You are spending the day at the zoo, walking on the nature trail. It is 40 degrees when you leave home, but a high of 75 degrees is expected. What should you wear?
- You are going to the laundromat and then to the telephone company with a phone problem. When you leave home it is 50 degrees and it looks like it might rain. What should you wear?
- You are going to a formal wedding at 11:00 in the morning. It is 45 degrees and looks like rain. What should you wear?
- You are going for a job interview at a hotel. It is 60 degrees and the sky is cloudy. What should you wear?
- You and three friends are going to a "country music" concert at 8:00 p.m., and then out to a B-B-Q restaurant for ribs. It is 70 degrees, but forecast to drop to 30 degrees by morning. What should you wear?
- You are going to a wedding at 7:30 p.m. It is 90 degrees and forecast to stay in the 80-degree range during the night. What should you wear?
- You are going to an informal restaurant for breakfast, and then to church on a Sunday morning. It is 60 degrees, but forecast for a high of 85 degrees and sunny. What should you wear?

- ○ You and your sister are going to a "rock and roll" concert scheduled for 7:30 p.m. It is 40 degrees and forecast to drop to 18 degrees. What should you wear?
- ○ You are going to see a movie. It is 80 degrees outside, but the theater is always cold. What should you wear?
- ○ Your washing machine is broken and you have called the repair service. They are scheduled to visit your home Monday morning. What should you wear?
- ○ You and a friend are going to the mall for shopping. You want to try on dresses. It is 75 degrees and sunny. What should you wear?
- ○ You are going to the mall to buy some new shoes. It is hot and sunny. What should you wear?

CLOTHING MATCH

SKILLS: Select and verbalize importance of color coordinated garments

MATERIALS: None

PROCEDURES: Discuss the importance of color coordinated clothes.

Ask several students to stand beside each other. Ask students to imagine the shirt of one individual matched with the pants of the other, or the sweater of one student matched with the blouse of another.

Compare clothing from every student, determining if they would be color coordinated, if worn with clothing from another student.

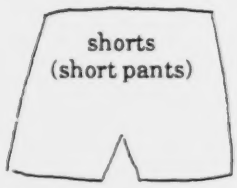
COORDINATING YOUR CLOTHES

SKILLS: Select and verbalize importance of color coordinated garments

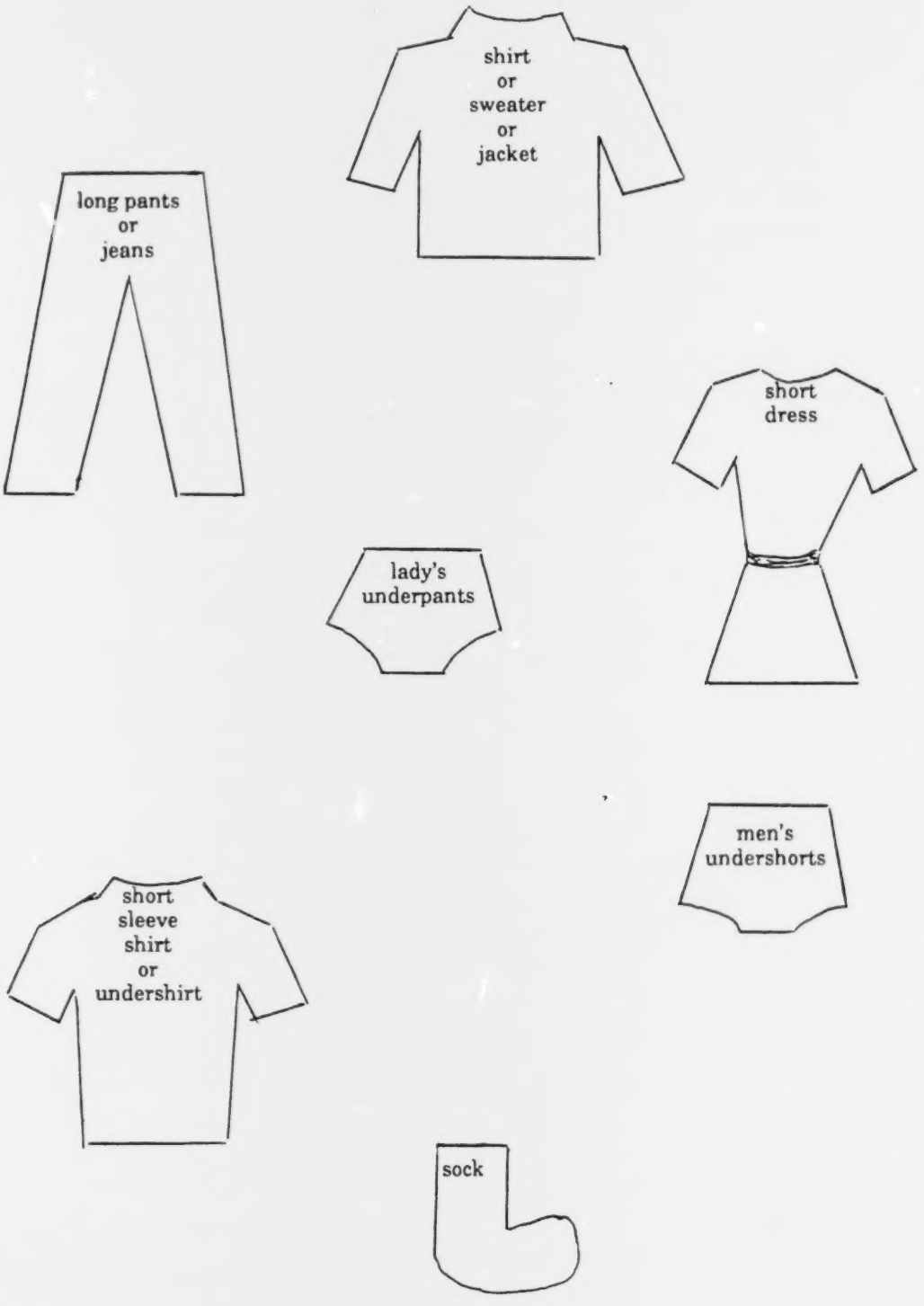
MATERIALS: Variety of miniature clothes cut from different fabrics (refer to patterns)

PROCEDURES: Give students a group of miniature clothes.

Ask them to choose clothing samples that are color coordinated. Encourage students to choose colors that are visually pleasing.



Source: McElderry and Escobedo, 1979, pp. 146-151.



Source: McElderry and Escobedo, 1979, pp. 146-151.

WHAT TO WEAR

SKILLS: Select clothing appropriate for various social occasions
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Four pictures of various social activities on a card divided into fourths: church, a fast-food restaurant, fancy restaurant, school, football game, beach, etc.

Pictures of models placed on individual cards, wearing various types of clothing — at least one for each occasion pictured (catalogs are helpful).

PROCEDURES: Give each student a large card containing the four different social activities. Help students identify the pictures if necessary.

Place the individual picture cards of the clothing models face down in a pile.

The first student draws a model from the top of the stack and tries to match it to the appropriate activity on his/her card.

If the student cannot make a match, he/she returns it to the bottom of the stack and the next student draws a card.

The first student to match all four pictures wins.

Source: SEIMS: Self Help, 1977, p. 7 48.02.

FASHION SHOW

SKILLS: Select and verbalize the importance of color coordinated garments
Select and verbalize the importance of wearing clothing appropriate for various social occasions
Select footwear appropriate for social occasions

MATERIALS: None

PROCEDURES: Discuss why various occasions call for different types of clothing. Give students examples of social occasions: nice restaurant, yard work, school, grocery store, etc. and discuss what clothing would be appropriate.

Designate a certain day to be a "dress up" day and determine for what social event they should dress. Repeat the activity on several occasions, including dressy and very casual situations.

Students may want to model their clothing. The teacher should point out at least one positive aspect of each individual.

ACCESSORIES

SKILLS: Open fasteners
Close fasteners

MATERIALS: Jewelry
Scarves

PROCEDURES: Ask students to sit in groups of two.

Students who are successful may earn the privilege of wearing the jewelry for the day.

Provide students with styrofoam wig stands (glued to wooden bases). Paint faces, if desired. Students may fasten and unfasten jewelry and scarves independently.

VARIATION: Students place jewelry or a scarf on each other, with teacher assistance if necessary.

FOOD CONCENTRATION

SKILLS: Identify food items
Demonstrate visual memory for objects
Follow directions correctly
Demonstrate appropriate behavior for winning and losing
Plan a nutritious meal

MATERIALS: Pictures of food on cards (two of each)
Laminate for durability

PROCEDURES: Give each student a set of five paired cards.

Ask students to find the matched sets individually.

Then, students choose partners and place five matched pairs face down on the table. The students take turns trying to find a matched pair. If a student is successful, he/she places the pair on his/her side of the table and take another turn.

When students are successful, begin using ten sets of food cards.

As a follow-up activity, ask students to plan a nutritious meal using their food cards.

FOOD DRAW

SKILLS: Identify food items
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Pictures of food on cards (cut from the advertisement sections of the newspaper/magazine and laminate for durability.

PROCEDURES: Divide students into groups of two and give them two sets of five to eight different foods.

Deal the cards, giving each person four to five cards, leaving the remaining cards in a pile.

Students take turns asking each other for a certain food. If the other student has the food, he/she must give it to the individual who asked for it.

Students draw from the pile if they do not receive a card from the other player.

Matched sets are placed in front of the student.

The winner is the student with the most matched sets of food.

FOOD GROUP BINGO

SKILLS: Identify food items
Classify food into major food groups

MATERIALS: Blank Bingo cards (size of card depends upon size of pictures.) with major food groups listed across top of card to replace BINGO (optional).

Pictures of food from the basic food groups. Copy for multiple copies.

PROCEDURES: Give each student a food bingo board and food pictures.

Students create their own board by laying the pictures on the board. Place pictures under the appropriate column, if food groups are listed.

As the food is called, the student picks up the correct picture. When all items in a row have been removed, the student wins.

FINGERS OR SPOON

SKILLS: Identify/locate food to be picked up with utensils and food to be picked up with fingers

MATERIALS: Food pictures

Picture of fingers, spoon and fork placed on chart board

PROCEDURES: Discuss the types of food eaten with fingers and types eaten with utensils.

Students take turns categorizing food pictures under fingers, forks or spoon.

VARIATION: Students may locate pictures in magazines and make individual charts.

Source: SEIMS: Self Help Skills, 1977, p. 31 6.02

MAKE YOUR OWN PUZZLE

(4 Variations)

SKILLS:

Complete _____ piece puzzle
Name objects in simple/complex pictures
Verbalize or gesture foods that make a balanced meal
Identify first aid supplies
(Other objectives may be covered, depending on the picture/poster chosen.)

MATERIALS:

Variation 1: Topic appropriate pictures
Variation 2: Construction paper, magazines, scissors, glue
Variation 3: Construction paper, magazines, scissors, glue
Variation 4: Topic appropriate posters

PROCEDURES:

Variation 1:
Draw a simple design on the wrong side of a topic appropriate picture, laminate if desired, and cut into puzzle pieces.

Variation 2:
Draw a puzzle design on a plain sheet of paper.

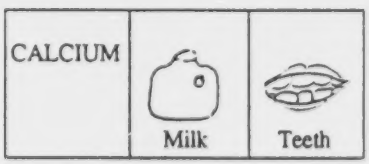
Ask each student to locate pictures of a well-balanced meal and glue on the side of the paper without the puzzle lines.

Cut the puzzle pieces apart.

Each student will have the same puzzle pieces, but if the pieces are exchanged with another student, the puzzle will no longer be a balanced meal.

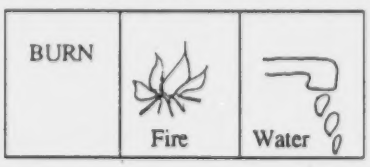
Demonstrate this process, exchanging pieces and determining if the meal is well-balanced.

Variation 3:
Create a 3-way puzzle. Give students strips of paper and ask them to write the name of a nutrient, then locate a picture of a food item that provides it, and a picture which shows how the body is helped by the nutrient. Glue on the paper.



Cut the puzzle pieces apart, then share with classmates.

The 3-way puzzle might also be used with first aid supplies.



Variation 4:
Draw a simple design on the back of a large poster.
Laminate, if desired, then cut the poster into the puzzle pieces.
Students may work individually or as a group to put the poster puzzle together.

FOODS LIKES AND DISLIKES

SKILLS: Identify food items
Identify liked/disliked foods
Classify food into the major food groups

MATERIALS: Magazine
Scissors
Glue

One large class chart divided into sections according to food groups. If students are working individually, they might be given separate sheets of paper for each food group.

PROCEDURES: Ask students to search through magazines, cutting out pictures of food, looking for favorite foods, unknown foods, disliked foods, etc.

Glue the pictures under the appropriate food group category.

Discuss the foods, comparing how many liked and disliked foods fall into the different food group categories.

SIMPLE FOOD GROUP IDENTIFICATION

SKILLS: Identify food items
Classify food into the major food groups

MATERIALS: Food pictures

PROCEDURES: Discuss the basic food groups.

Give each student two to three pictures from each food group.

Name a food group and ask students to hold up one of their food pictures that is in the specified group.

Divide students into groups and ask them to determine a nutritious meal using their food cards.

FOOD GROUP POSTERS

SKILLS:
Identify food items
Classify food into major food groups
Verbalize or gesture number of servings of the basic food groups necessary per day
Follow directions correctly

MATERIALS:
Magazines
Construction paper (different color for each food group
Scissors
Glue stick

PROCEDURES: Discuss the major food groups.

Give each student several sheets of construction paper.

Ask students to look through magazines and find food pictures in each food group.

Students should locate the same number of food pictures as number of daily servings suggested for a balanced diet (optional).

Students glue each food group onto a different color of construction paper.

MAGIC FOOD GROUP GAME

SKILLS:
Identify food items
Classify food into the major food groups

MATERIALS:
Food pictures
Nutritional food prize (optional)

PROCEDURES: Give each student a different food card and ask the student to carry it with him/her (pocket).

At various times during the class period, ask students to exchange cards with their neighbors.

Periodically call out a certain food group. Any student holding the picture of a food in that food group wins a nutritional treat or scores a point on the chalkboard. The most points at the end of the day wins.

TIC, TAC, TOE FOOD GROUPS

SKILLS: Classify food into major food groups
Identify food items
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Tic, Tac, Toe board (on large poster paper)

Pictures of food from the basic food groups - provide five to ten pictures from each group and laminate for durability

PROCEDURES: Provide each student with a partner.
Each student selects five to ten pictures of food from one food group.
Play Tic, Tac, Toe using a specific food group rather than "X" and "O".
More advanced students may each choose two food groups to play the game or select food grouped by a specific vitamin source.

KNIFE SAFETY

SKILLS: Carry knife with point down
Identify/obtain proper size knife for item to be cut

Pass knife holding handle in vertical position

MATERIALS: Transparency of different size and types of knives (lay different sized knives on a duplicating machine and make copy, then make a transparency)

Different sizes and types of knives

PROCEDURES: Discuss why there are different sized knives, holding up the actual knife and naming food items one should cut with it. Demonstrate with real food items if possible.

Look at transparency of knives. Review names and purpose of the different sizes. Ask students to match the real knife with the outline of the knife on the transparency.

Discuss how knives should be held. One at a time, ask students to pick up a knife, carry it around the room (with the point down), then replace it on the table.

Ask students to form several lines. Give the first student a knife then ask him/her to carefully pass it down their line (handle in vertical position).

Students remain in lines. The first student in each line walks from one end of the classroom to the other, then returns to the line and passes the knife to the next person.

WALKING WITH CARE

SKILLS:
Carry utensils by the handle
Clear dishes from the table
Verbalize or gesture the safety precautions necessary for using a needle
Demonstrate appropriate safety rules for scissors

MATERIALS:
Tray with silverware, cups, bowls or plates on them
Needle
Scissors
Trays of food or trays with empty casserole dishes on them
(not all items are necessary to complete activity)

PROCEDURES: This activity is designed to teach students how to walk carefully, carrying a variety of potentially breakable or dangerous items.

Determine which items one would like the students to practice carrying (one may want to start with unbreakable items).

Ask students to form one or more lines.

Students then proceed to carry the item(s) to a designated point, then return to the line, passing the item to the next person.

Students should be encouraged to walk at a normal pace, always carrying the item safely.

TACTILE BOX

SKILLS:
Demonstrate memory of items using touch
Verbally describe items after tactile stimulation

MATERIALS:
Box or bag
Objects for touching: kitchen utensils, grooming supplies

PROCEDURES: Place an object in a box or bag. Ask one student to feel the object and identify the item, describe the item, or describe how it is used. Other students guess what item has been described.

APPLIANCE IDENTIFICATION

SKILLS: Identify small kitchen appliances: toaster, mixer, blender, coffee maker, can opener

Identify large kitchen appliances: refrigerator/freezer, stove, microwave, dishwasher

Identify cooking and baking tools

MATERIALS: Newspaper
Paper
Scissors
Glue

PROCEDURES: Ask students to search through the newspaper (advertisement section is helpful) and cut out pictures of a variety of appliances or kitchen tools.

Glue on large paper according to a category or as a collage.

VARIATION: Ask students to search for garden tools, carpentry tools or other appropriate categories.

Ask students to compare pictures and discuss how certain appliances have like uses. For example, the refrigerator and freezer both keep food cold; or the stove, toaster oven and microwave all cook food.

MEASURING SPOONS

SKILLS: Identify/locate measuring spoons
Read the word, abbreviation or picture of the measurement: teaspoon, tablespoon, 1/4 teaspoon, 1/2 teaspoon

MATERIALS: Measuring spoons

Place two sets on a copy machine

Make copies of the spoons and use for:
a. measurement worksheet
b. create a transparency from the worksheet, then cut the spoons out for individual use

PROCEDURES: Present actual measuring spoons and discuss purpose of the spoons and why they differ in size.

Using the clear sets of spoons on the overhead, show the gradual increase in size by placing the spoons on top of each other.

Give each student the measurement worksheet. Place one spoon on the overhead and ask the student to find the matching spoon on his/her own paper and name its size.

As an independent activity, ask students to label the pictures, then draw a line to connect the matching spoons.

FIND YOUR EQUIVALENT PARTNER

(Appropriate for Non-Readers)

SKILLS: Identify equivalent quantities

8 ounces	= 1 cup
4 ounces	= 1/2 cup
3 teaspoons	= 1 tablespoon
2 cups	= 1 pint
4 cups	= 1 quart
2 pints	= 1 quart
4 quarts	= 1 gallon
2 half teaspoons	= 1 teaspoon
12 items	= 1 dozen

MATERIALS: Pictures of equivalents drawn or glued on individual cards

PROCEDURES: Give each student one picture of the equivalent set.

Students silently move around the room to locate their "equivalent partner".

If students peek, they must sit down and wait until the next game.

After "equivalent partners" are standing together and have been checked, return all cards to a central pile.

Students choose another card and the activity begins again.

MEASUREMENT MATCH

(See Variation for Non-Readers)

SKILLS: Identify time equivalents

60 seconds	= 1 minute
60 minutes	= 1 hour
30 minutes	= 1/2 hour
24 hours	= 1 day
7 days	= 1 week
12 months	= 1 year

Identify the number of inches and feet in a ruler
Identify the number of inches and feet in a yardstick
Identify equivalent quantities:

8 ounces	= 1 cup
4 ounces	= 1/2 cup
3 teaspoons	= 1 tablespoon
2 cups	= 1 pint
4 cups	= 1 quart
2 pints	= 1 quart
4 quarts	= 1 gallon
2 half teaspoons	= 1 teaspoon
12 items	= 1 dozen

MATERIALS: Sets of equivalent cards with one part of the equivalent written on each card. (Students may make their own cards.)

2 cups	1 pint	8 ounces	1 cup
4 quarts	1 gallon	12 items	1 dozen

PROCEDURES: Pass out a set of equivalent cards to each student and for the teacher.

The teacher holds up one card, and each student must find its equivalent match in his/her own hand.

After the student finds the card, he/she places it face down in front of him/her.

At the teacher's request, all students turn their chosen card over at the same time.

After checking for correct answers, cards return to student's hand.

VARIATION: For NON-READING students, draw pictures of the liquid measurement or measuring items.

Pass out a set of cards to each student. The teacher or leader then calls out a measurement.

Students locate the item in their hand and place it face down on the table in front of himself/herself.

At the teacher's request, all students turn their card over to be checked.

PLAN A MEAL

SKILLS: Verbalize or gesture food that makes a balanced meal
Determine food combinations that are appealing
Plan a nutritious meal
Verbalize or gesture personal dietary need and adjust servings accordingly
Classify foods into their major food groups

MATERIALS: Paper plate(s)
Colorful food pictures (laminated)

PROCEDURES: Place food pictures on a table.

Give each student a paper plate.

Ask each student to pick out foods for breakfast, lunch or dinner that make a well-balanced meal.

Discuss the basic food groups, evaluating the student's choices.

RECIPE PUZZLES

SKILLS: Read a passage and recall the sequence of events
Follow recipe procedures

MATERIALS: Recipe, written on outside of an envelope
Single steps of the recipe written on individual cards, placed inside of the envelope

PROCEDURES: Students read the recipe written on the outside of the envelope.

Remove the cards, reading each one.

Place the cards in the correct sequential order, looking at the recipe, and then without looking at the recipe.

VARIATION: Place numbers on the back of individual cards for self-checking.

RECIPE READ-OFF

SKILLS: Follow recipe procedures
Read the word, abbreviation or picture of the measurement
Identify meanings of concrete words and phrases
Follow written directions to complete a task

MATERIALS: Commercially-produced, boxed foods that contain simple directions for combining ingredients and baking

Cut the front and back sides from the food box and laminate together or make several copies of the instructions for group use

Simple recipe(s) from a cookbook

Personal recipe(s)

PROCEDURES: This activity may be completed as an individual worksheet or group discussion.

Students read the directions on the recipe and then answer oral or written comprehension questions.

VARIATION: Play a game by preparing individual question cards and five to ten different recipes. Students pick up a question card and read (can be read to the student) the name of the recipe and a question concerning the procedure involved in the preparation.

Students locate the recipe, state the answer and then proceed around a multi-purpose game board.

BAKE AND TAKE

SKILLS: Identify mixing tools
Identify measuring tools
Identify cooking and baking tools
Identify specialized tools
Participate cooperatively in an organized game
Demonstrate appropriate behavior for winning and losing

MATERIALS: Place small pictures of mixing, measuring, cooking, baking and specialized tools in each space on a game board (refer to cook books for people with special needs pictures)

Game markers/dice

PROCEDURES: Students place markers at start and determine who will go first.

Roll the dice and advance around the game board.

Students must identify the name of the kitchen tool in the space or move back to their previous space.

First person to reach home is the winner.

MAKING A SHOPPING LIST

SKILLS: Read a recipe and list grocery items to be purchased

MATERIALS: Cookbook or recipe card
Paper
Pencil

PROCEDURES: List food items that might be found in your home.

Choose one recipe, using a cookbook or recipe card.

Make a list of all ingredients needed for that recipe.

Cross out all items on the list that are currently in the cupboards or refrigerator (Refer to list made at beginning at activity).

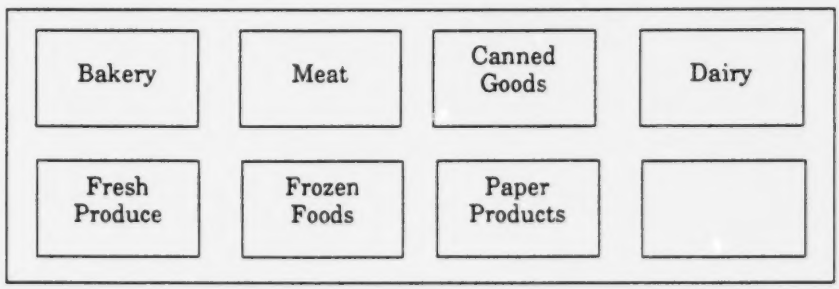
Remaining items need to be purchased.

VARIATIONS: Plan entire meal.
Plan meals for one day.
Plan meals for one week.
Complete process using pictures.

GROCERY ITEM CLASSIFICATION

SKILLS: Verbalize what foods are found in the various departments

MATERIALS: Food pictures
Pockets mounted on a file folder or poster board



PROCEDURES: Give each student several food pictures. Ask students to take turns placing the pictures in the correct category where the food item would be found in the grocery store.

Source: Florida Diagnostic Learning Resource System (FDLRS)/ALPHA, n.d., n.p.

SHOPPING

SKILLS: Verbalize or gesture foods that may be found in various departments

List grocery items to be purchased

Compare quality and price of different foods to determine best buy

Verbalize or demonstrate shopping and purchasing procedures

MATERIALS: Empty food containers
Paper products
Cash box
Money
Calculator
Grocery bags

(Students may be assigned to bring in different categories of foods each week. This will make the gathering process easier, as well as teach students what items are located in the various departments.)

PROCEDURES: Set up a mock grocery store.

Arrange food containers according to the various departments in which they may be found:

Frozen	Cereal	Bakery/delicatessen
Produce	Bread	Beverages
Meat	Snack foods	Canned fruits/vegetables
Dairy	Condiments	Cleaning supplies
Paper goods	Animal food	

Include area for checkout counter.

Assign students different responsibilities.

Each student makes his/her own preparation:
- Cashier - arrange money
- Stock person - price items and arrange on shelves
- Shopper - list items to be purchased

Proceed with mock shopping experience. The shopper buys the food, cashier totals the prices, including tax, money is exchanged and food is placed in bags.

VARIATIONS: What should the shopper say if he/she can't locate a specific food?

What happens if the shopper thinks the cashier has credited the wrong price?

What happens if the shopper does not have sufficient money (value of estimating)?

Give each student a list of supplies, ask each student to estimate the cost and then determine the exact amount of the purchase.

COUPON CATEGORIES

SKILLS: Locate and use coupons
Read and make generalization

MATERIALS: Coupons
Small boxes or envelopes labeled with coupon categories: laundry, meat, medicine, dog food, etc.

PROCEDURES: Conduct a group discussion on: purpose of coupons, how coupons may be organized, and why coupons should be organized.

Give each student a group of coupons and small boxes labeled with the different categories.

Ask each student to identify the coupon, then generalize in what category the coupon belongs.

VARIATION: Provide students with various types of file systems.

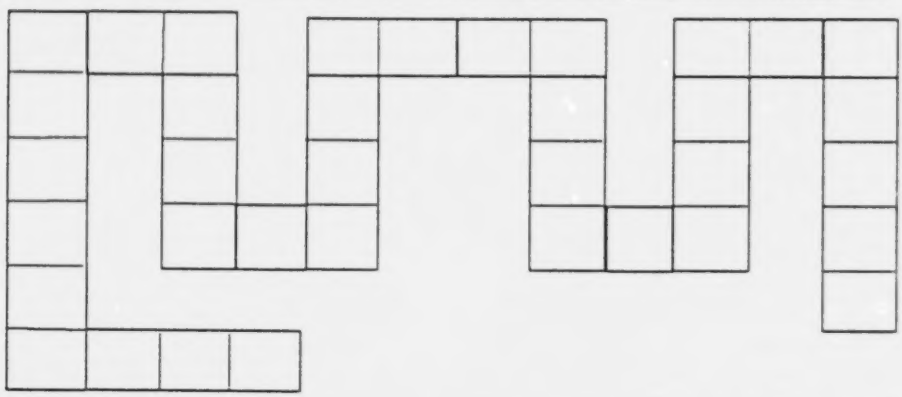
CHECK OUT THE GROCERY STORE

SKILLS: Verbalize or gesture the department where a food is located
Participate cooperatively in an organized game
Demonstrate appropriate behavior for winning and losing

MATERIALS: Game board depicting the floor plan of a grocery store and listing the various departments on top of the game board (refer to diagram below).

Picture of foods or other items found in the various departments of a grocery store with a number (1-5) on each card

frozen	paper goods	snack foods
produce	cleaning supplies	condiments
meat	cereal	bread
dairy	bakery/delicatessen	animal food
	canned fruit and vegetables	



PROCEDURES: Students place markers at start and determine who will go first.
Choose a food card and state the department where it would be located.
If correct, he/she moves the number noted on the card.
If incorrect, marker must stay in same position.
First person to reach checkout is winner.

FOOD STORAGE

SKILLS: Identify foods that need dry storage
Identify items to be stored in the refrigerator
Identify items to be stored in the freezer
Verbalize consequences of improper food storage

MATERIALS: Poster board or chalkboard
Pictures of food

PROCEDURES: Draw a refrigerator, freezer and cupboard on separate sheets of poster board or on the chalkboard.

Students choose a picture food card or card with written food name on it. Students take turns placing the cards under the appropriate category—refrigerator, freezer or cupboard.

If an error is made, discuss what might happen to the food.

COLD POTATO

SKILLS: Wash hands before preparing food
Verbalize consequences of improper food storage

MATERIALS: Two boiled potatoes (remove skins)
Two clean jars with lids

PROCEDURES: Place one potato in a jar and label it "clean".

Pass the other potato around the class, from student to student, when student's hands are most likely to be dirty.

Place this potato in the other jar labeled "dirty".

Ask students to examine both potatoes and discuss how they are different. Also discuss what may happen to the clean and dirty potatoes.

Students may observe both potatoes noting the bacterial growth. Discuss the importance of clean hands.

Source: SEIMS: Self Help Skills, 1977, p. 6 14.01.

THE GREEN MOLD MONSTER

SKILLS: Verbalize consequences of improper food storage
Identify items that might be spoiled

MATERIALS: Fresh food items
Plates, bowls (some with lids)

PROCEDURES: Place several food items (small amounts) on a table before leaving the room on a Friday afternoon.

Suggestions:

- slice of bread
- broken egg in a covered dish
- honey
- meat in a covered dish
- fresh fruit/vegetable
- cooked fruit/vegetable
- milk/ice cream in a covered dish

On Monday, discuss the smell, looks and feel (using own discretion) of the foods.

Discuss how leaving food unprotected is wasteful and unhealthy.

Discuss that illness may result if spoiled or poorly prepared foods are eaten.

Source: S.R.A.: Home Skills, n.d., p. 7.1.3.3.

PLACEMATS

SKILLS: Identify/locate items that belong on the table
Set the table

MATERIALS: Worksheet with a plate, cup, knife, fork, spoon and napkin (may be drawn dot-to-dot style)

Construction paper/scissors/glue

PROCEDURES: Students name and trace around each utensil.

Cut out each shape.

Glue shapes on 11 x 20 piece of construction paper in the order one would find them on a properly set table. Laminate.

Students may use as a decorative placemat as well as a guide to table setting.

Divide the students into small groups and ask them to set the table for several people.

CAFETERIA STYLE DINING

SKILLS:

Verbalize or gesture food that makes a complete meal

Order a meal

Verbalize, gesture or demonstrate acceptable manners in a social situation

Wait for turn in a cooperative manner

Interact with other persons

MATERIALS:

Food pictures (laminated)

Cafeteria trays, silverware, paper plates and napkins (school lunchrooms or restaurants may provide free materials)

PROCEDURES:

Place food pictures along a table, grouped as one would find them in a restaurant.

Place trays, silver, plates and napkins at beginning of line.

Students role play cafeteria style restaurant:

- Pick up tray.
- Place utensils on tray.
- Pick up food (pictures), responding to "What would you like" questions by waiter/waitress.

VARIATIONS:

Students may work as cafeteria helpers.
Require students to pay for food at end of line.
Go on a field trip to a cafeteria after mastering skills.

MEDICINE LABELS

SKILLS: Take medication as directed on package or prescription, including warnings on labels

MATERIALS: A variety of empty medicine bottles or flattened medicine boxes

PROCEDURES: Collect a variety of labels and pass one out to each student.

Ask students to look at the label and be prepared to answer the following questions:

- Name of item
- Purpose
- Frequency of use
- Special dangers or precautions

Randomly ask students about their medication.

Instruct all students to pass their labels to the next person and repeat the activity.

EMERGENCY PROCEDURES

SKILLS: Orally repeat and dial the emergency 911 number and state reasons for using the number

Dial a number on a variety of phone styles

MATERIALS: Phones
Variety of emergency situations

PROCEDURES: Explain the use of the 911 emergency number discussing when and why it is used and what information should be given to the operator.

Give one student an emergency situation and the telephone.

Student dials the 911 number while the teacher acts as the operator.

Student gives the operator his/her name, phone number, address and brief description of the emergency.

The other students then critique the episode.

Continue until all students have had a turn with the telephone.

FIRST AID KIT, SHOW AND TELL

SKILLS: Identify first aid supplies
Identify first aid supply appropriate for health problems

MATERIALS: First aid kit

PROCEDURES: The first aid kit is passed from student to student. Each student chooses one item from the kit and verbalizes the following information:

Name of item
Purpose
Special instruction
Possible dangers

The teacher may begin this activity, demonstrating the explanation procedure.

Students return the item to the kit and pass it to the next student.

VARIATION: One student describes the purpose of the first aid supply and another student locates it in the kit.

KEEPING YOUR BODY HEALTHY

SKILLS: Verbalize why it is unhealthy to be overweight
Verbalize why it is unhealthy to be underweight
Verbalize hazards of tobacco and alcohol

MATERIALS: None

PROCEDURES: Discussion questions:

- What does over-eating mean?
- Why is over-eating bad for you?
- What does under-eating mean?
- Why is under-eating bad for you?
- What is alcohol?
- Why is alcohol bad for you?
- What is tobacco?
- Why is tobacco bad for you?

MEDICINE CABINETS

SKILLS: Locate first aid equipment
Identify first aid supplies
Identify first aid supply appropriate for health problems

MATERIALS: Magazines or newspapers
Poster board with picture of empty medicine cabinet
Scissors/glue

PROCEDURES: Discuss purpose of medicine cabinet, location in student's home and what types of medicines might be located in the cabinet.

Ask students to search through magazines or newspapers, cut out pictures of items that might be found in a medicine cabinet, and then glue them on their cardboard cabinet.

Discuss the items found in each person's medicine cabinet, asking students to identify the items, stating their purpose and the procedure for using the first aid supply.

SOUNDS OF URGENCY

SKILLS: Identify the sounds that should be associated with a potentially dangerous situation

MATERIALS: Tape recording of various sounds: siren, breaking glass, fire, bee, dog growl, falling object

As students easily recognize the above sounds, include non-dangerous sounds for increased awareness: dishwasher
doorbell ringing
washer/dryer
drawer closing
mixing with a spoon

Pictures (group overhead or individual) which make or are associated with the sound

PROCEDURES: Discuss the sounds that may be heard in a potentially dangerous situation. Play the tape, stopping after each sound to discuss how to prevent an accident if one hears the sound.

Show a variety of pictures and ask students to match the picture with sound.

If students have individual pictures of dangerous situations, they may sequence them according to the order on the tape recorder.

PLANT CARE

SKILLS: Demonstrate gardening procedures
Identify gardening equipment

MATERIALS: Refer to procedures.

PROCEDURES: Discuss the procedure for growing any type of plant or seed. Give the students the opportunity to grow a variety of seeds or plants (remember—plants can be grown in milk containers). Possible planting ideas:

- grass
- flowers
- tomatoes
- sweet potatoes in water
- carrot tops in water

Make a log of the planting and care procedure. Also record the growth seen on a daily or weekly basis. When necessary, replant in larger containers.

Experiment with the care of the plants. Give some plants:

- too much water
- not enough water
- too much direct sun
- not enough sun

Be sure to record the treatment of the plant and the results. Discuss what happens to improperly treated plants compared with those that are cared for correctly.

If possible, plant a small garden, with students participating in each step of the gardening process.

CLEANING SUPPLY MATCH UP

SKILLS: Verbalize or gesture the appropriate use of commercially-produced cleaning products

Verbalize or gesture the dangers of commercially-produced products

Identify/locate the correct product for each household maintenance task

MATERIALS: Fold paper in half length-wise. List home cleaning task, or pictures of the tasks, on one side of the paper.

Tasks may include dishwashing, dusting, kitchen floor, stove, bathtub, sink, toilet or carpet.

PROCEDURES: Give each student a worksheet (described above) which lists home cleaning tasks.

Write or draw a list of supplies and equipment on the chalkboard for students to use as a reference.

Next to each cleaning task, the student is to write or draw the supplies and equipment needed to do each job.

Discuss the dangers of using the cleaning supplies incorrectly.

HOME CLEANING AS A ROUTINE

SKILLS:

Verbalize or gesture the need to sweep and wash the floor
Verbalize or gesture the need to clean the refrigerator/freezer
Verbalize or gesture the need to clean the oven/stove
Verbalize or gesture that the carpet needs vacuuming
Verbalize or gesture that the furniture needs to be dusted/polished
Verbalize or gesture the need for clean linens
Verbalize that garments need laundered and put in an appropriate place
Verbalize or gesture the need to clean the bathroom tile, bathtub, toilet, sink and mirror
Verbalize or gesture the need to maintain a clean, neat home

MATERIALS: Chart paper or chalkboard

PROCEDURES: Write the names of one or more rooms in student's home, beside a three-column chart. The three columns should be labeled "Daily," Weekly," and "Now & Then."

Under each column write the cleaning chores that belong in it, according to each room.

A chart for the bedroom might list:

Daily	Weekly	Now and Then
Put clothes away	Dust furniture	Clean out closets
Make bed	Clean floor	Clean out drawers
	Change sheets	Wash walls
		Wash curtains

From this list of jobs, have students determine their responsibilities.

A separate chart might be created for each room.

Source: S.R.A.: Home Skills, n.d., p. 7.4.2.4.

DANGER AHEAD

SKILLS: Verbalize dangers of specific commercially-produced cleaning products

Recognize danger of wall sockets

Identify dangers of working with a stove
Identify dangers of working with an oven
Identify dangers of knives
Identify general kitchen safety rules

MATERIALS: Prepare a game board with pictures of dangerous and non-dangerous items on each square.

Example:	Dangerous	Non-Dangerous
	Broken glass	Pillow
	Pins	Rug
	Clorox	Food
	Knives	Furniture

PROCEDURES: Students place markers at start and determine who will go first.

Roll dice and move marker along picture squares.

If a student lands on a harmless item, he/she may stay in the square.

If he/she land on a dangerous item, he/she must move back to the closest safe item square.

Winner is the first person to return "home."

VARIATION: Discuss pictures with the group, determining which items are safe and dangerous.

Source: SEIMS: Learning Skills, 1977, p. 27 17.01.

CLEANING PRODUCTS

SKILLS: Verbalize or gesture the appropriate use of commercially-produced cleaning products

Verbalize dangers of specific commercially-produced cleaning products

Identify/locate the correct product for each household maintenance task

MATERIALS:
Carpet samples
Linoleum samples
Mirrors
Various cleaning supplies: furniture polish, glass cleaner, floor cleaner
Paper towels
Bucket

PROCEDURES: Discuss the proper method of cleaning household items.

Discuss the dangers of each product.

Try to clean the different items with different products and see the results. Determine if any cleaning items harm the samples or cause other types of problems.

Source: S.R.A.: Home Skills, nd.d, p. 7.4.1.2.

POISONOUS SUBSTANCES

SKILLS: Identify poisonous substances

MATERIALS:
Magazines
Pictures of skull and crossbones poison sign or the word poison
Scissors/paper/glue
Plastic cover sheet (optional)

PROCEDURES: Place the skull and crossbones or the word "poison" in a central location on a piece of paper.

Ask the students to look through magazines, cutting out pictures of poisonous items.

Students then glue the poisonous pictures around the poison symbol.

Students may exchange pictures for the other students to identify the poisonous substances.

VARIATION: Students may glue both poisonous and non-poisonous items around the poison symbol. Then ask students to draw a line from the poison symbol to those pictures that are poisonous (if sheets are placed under a plastic cover, the worksheets may be shared and used several times).

LEISURE AND RECREATION ACTIVITIES

The skills listed below represent a partial list of the skills that may be reinforced through the games described on the following pages.

SKILLS: Participate cooperatively in an organized activity
Demonstrate appropriate behavior for winning and losing
Invite others to participate in activities
Verbalize appropriate times for leisure

MATERIALS: Refer to individual games.

PROCEDURES: Refer to individual games.

PIPE CLEANER PICKUP

PROCEDURES: Color one pipe cleaner with a color crayon. Place it into the middle of 20-30 other pipe cleaners. Drop this bundle from one foot above a table.

By taking turns, each player tries to remove one pipe cleaner at a time to see who will be the one to remove the colored one and, thereby, win the game! **Caution**: Removal of any pipe cleaner must not disturb any of the others in the pile. Loss of turn results.

VARIATIONS:

1. Play the mentioned game, except:

   a. For every pipe cleaner successfully obtained before a mistake, score one point for that player.

   b. If someone tries to remove the colored pipe cleaner and fails to do so because he/she wiggled another one, he/she automatically loses the game. Who has the highest accumulated point total up to that moment will then win the game.

2. The use of soda straws has also been proven to be successful.

Source: Schultz, 1975, pp. 13-14.

PAPER CORE BALANCE RELAY

PROCEDURES: A player uses one hand and holds the paper core from a roll of bathroom tissue. Upon this vertically held core, the student balances a tennis ball on one end.

On signal, against another player, the student walks across the room. The first player across the room and back to the starting line is the winner.

VARIATIONS: For orthopedically-handicapped students, have them sit on cushions on the floor and work off of stacked tumbling mats.

a. Mark two spots on the tumbling mat in front of them.
b. On signal, they try to merely move their hand from spot "A" to spot "B" without dropping the tennis ball.

Source: Shultz, 1975, pp. 15-16.

PIPE CLEANER TOSS

PROCEDURES: Place a plastic bottle of some type on the floor three or four feet away.

Bend five pipe cleaners into circles. Each player has this number of pipe cleaners with which to work.

On command, each player tosses the supply of pipe cleaners, one at a time, at the plastic container top.

VARIATIONS:

1. If players are on squads, play the original game, except, accumulate points until one squad has 20 points.
2. Use rubber jar rings for tossing in the game.
3. Wheelchair students may wish to toss their pipe cleaners at a container placed upon a card table.

PEANUT TOSS

PROCEDURES: Tear off the top of an egg carton and write a number or point value in each of the sections in the bottom portion. Place the container on the floor approximately six feet away from the student.

Several players line up along the "tossing line" in front of their own egg carton.

On signal, each player tosses, underhand, one peanut at a time at the egg carton. Each player begins with five points.

After each player has tossed his/her five peanuts, the peanuts are retrieved from the egg carton and brought back to the tossing line. **Attention:** Before the peanuts are taken out of the cartons, the numbers are recorded on paper in those carton sections where a peanut landed and stayed. These numbers are each student's point values and are to be accumulated towards a winning score. The first player to reach a score of 50 points, wins!

VARIATIONS:

1. If the students have difficulty in adding large numbers, merely put, at random, only numbers one, two, three in the sections.
2. Put the letters of basic words students know or are learning (one letter in each section). As they record the letters where peanuts have stayed, they may try to put these random letters together to make desired words. A winner might be the student who makes a word first with his/her letter scores.

Source: Shultz, 1975, pp. 17-18.

BALLOON TAP

PROCEDURES: A player sits on a chair approximately five feet away from a large cardboard box with open end up.

Object: The player tries to "tap" one balloon at a time into the box from where he/she is sitting. Each player "taps" five balloons per turn. Two points are scored for every balloon which ends up in the box. After each turn, the players retrieve their balloons and repeat the game action.

The first player to tally ten points, wins! Each player must remain on his/her chair during the tapping process.

Source: Shultz, 1975, p. 35.

COTTON BALL SCOOP

PROCEDURES: In a 30-second time limit, see how many cotton balls can be scooped up with a tablespoon. Scoop them up, one at a time, and put them into a dish.

Use only one hand. The player with the most gathered in the dish at the end of the time limit, wins!

VARIATIONS:

1. A fun change of pace is to blindfold the players. The rest of the game remains the same.
2. Play the original game, except each player must use only two fingers on one hand to pick up the cotton balls. Vary which two fingers may be used during each game.

Source: Shultz, 1975, pp. 21-22.

TABLE VOLLEYBALL

PROCEDURES: Over two upright books, standing in the middle of a small table, two players "tap" a balloon back and forth in a game of volleyball.

Changes from the normal game of volleyball: The books represent bounds lines. A point is scored when a player cannot return a serve back over the books. The serve is accomplished when one player tosses the balloon up in front of him/her and "taps" the balloon over the net. Unlimited number of "taps" is allowed on a side. First player to reach ten points, wins! Players remain seated at all times.

INDOOR TENNIS RACKET

MATERIALS: Coat hanger
Nylon stocking
Foam ball

PROCEDURES: Bend a coat hanger and make a diamond shape.

Stretch a nylon stocking tightly over the hanger. Wrap tape around the bent hook to hold the stocking tight.

Bat ball back and forth.

MISCELLANEOUS ART ACTIVITIES

The following pages represent a variety of art experience. The skills listed below suggests a wide range of skills that one may teach through art. Additional skills depend upon the particular activity and teacher creativity.

SKILLS: Participate in creative arts and crafts activities
Follow ____ step directions
Use scissors
Trace and copy lines
Accept praise or compliments, responding appropriately
Participate cooperatively in an organized activity
Enjoy expressing themselves

COOKBOOK BOOKMARK

MATERIALS: Wooden spoon pattern
Felt
Scissors
Glue
Sequins or glitter
Yarn (optional)

PROCEDURES: Using a pattern in the shape of a wooden spoon, cut a bookmark from colored felt.

Decorate the bookmark by gluing glitter or sequins on the felt (sequins may be hand sewn onto the material).

Tie a tassel, cut from yarn, to the end of the handle (optional).

Source: Volpe, 1982, p. 79.

SILHOUETTES

MATERIALS:
Large sheets of white drawing paper
Slide/filmstrip projector
Black construction paper
Pencil
Scissors
Rubber cement

PROCEDURES: Set up a projector about ten feet from a wall. The student should sit between the projector and the wall.

Turn the projector light on. Tape a piece of large white drawing paper to the wall, so the student's silhouette appears at the center of the sheet. Move the projector back and forth until a clear outline appears.

Trace the contour of the profile carefully. Take the paper down and cut out the white silhouette.

Lay it on a piece of black construction paper and trace around it. Cut this silhouette out and rubber cement it to a clean sheet of white drawing paper.

VARIATION: Ask the student to look through a magazine and cut out pictures of his/her favorite things. Paste these "likes" on his/her silhouette.

Source: Volpe, 1982, p. 137.

STUFFED DRAWINGS

MATERIALS:
Light-colored cloth (old sheets are perfect)
Crayons, fabric crayons or felt markers
Stuffing
Iron and sheet of paper (if using crayons)
Scissors
Needle and thread or stapler

PROCEDURES: Make a drawing on the fabric.

If crayons are used, lay a sheet of paper over the drawing and press it with a warm iron.

Cut out the picture, leaving a 1/2-inch margin all around.

Cut another piece of fabric exactly the same shape. Use another color cloth if one wants to be fancy.

Put the two pieces of cloth together with the drawing facing inward.

Stitch or staple all around the drawing leaving a small section open. Do this, leaving a 1/2-inch margin.

Trim the margin to 1/4 inch.

Turn the drawing right side out.

Add the stuffing through the opening.

Sew or staple the opening closed.

Source: Allison, 1981, p. 63.

SEED NECKLACE

MATERIALS: Variety of seeds and pods (pumpkin, sunflower, allspice, cantaloupe, coffee beans, acorn squash, apple, watermelon, etc.)
Needles
Heavy carpet thread
Wooden beads (optional)

PROCEDURES: Gather a variety of seeds and separate into piles according to style.

Thread a sturdy needle with carpet thread and carefully string the seeds into a pattern. If some seeds are too hard to push in a needle, soak the seeds for several hours in warm water before stringing them.

Source: Volpe, 1982, p. 34.

SPINNING TOP

MATERIALS: Cardboard
Felt tip marker
Toothpaste

PROCEDURES: Cut a cardboard circle and decorate it with felt tip markers.

Poke a hole exactly in the center.

Push a toothpick through the hole and give it a spin.

Source: Volpe, 1982, p. 109.

RUBBER BAND BRUSH ART

MATERIALS: Paper/Unsharpened pencil
Rubber bands
Tempera paint

PROCEDURES: "Bunch" rubber bands around a pencil. Secure them with another rubber band. Cut the rubber bristles, with scissors, to the length you want. This makes a paint brush.

Dip the brush in paint to "free form" or design a picture.

Source: FDLRS/Panhandle Area Education Cooperative (PAEC), 1980-81, p. 46.

DECORATING WITH MACARONI

MATERIALS: Variety of small-sized macaroni
Glue
Refer to Variations for additional materials

VARIATIONS: **Jewelry Boxes:** Glue macaroni onto cigar boxes. Do not worry about excess glue. Spray paint. Check local smoke shop for discarded boxes.

Christmas Wreath: Cut the center out of a paper plate. Glue macaroni onto the plate. Spray paint and add a red or green bow.

Pencil Holder: Cover the outside edges of a soup can or coffee can. Spray paint.

PATCHWORK FLOWER POTS

MATERIALS: Fabric scraps
Glue
Scissors
Flower pot
Shellac (optional)

PROCEDURES: Cut scraps of fabric into interesting shapes.

Glue them to the pot with white glue. When dry, give the pot a coat of shellac, if desired.

Source: Volpe, 1982, p. 47.

PEN OR PENCIL HOLDER

MATERIALS: One quart plastic bottle
Scissors
Yarn (about 13 yards per student)

PROCEDURES: Cut the neck and shoulders off a plastic bottle so that it is about six or seven inches tall.

Cut sections to about 1-1/2 inches from the bottom of the jug. Cut an odd number of sections. The finished piece will look better if the sections are even. A good way to achieve this is to cut a piece of yarn the size of the circumference of the jug; then measure it and divide it into 11 or 13 equal sections. Do not cut it; just mark it. Wrap it back around the jug and mark the jug where one should make the cuts.

Beginning with the inside bottom, weave the yarn over and under. When one wishes to change colors, tie the two pieces of yarn in a knot and continue to weave. To finish, loop the yarn around each stack in the top row.

Source: Volpe, 1982, p. 5.

SEED MOSAICS

MATERIALS: Sturdy piece of cardboard
Variety of seeds, dried beans and peas
White glue
Toothpicks

PROCEDURES: Draw a simple design on a piece of cardboard. Working with one small area at a time, spread glue. Carefully put the seeds of one's choice down. Push the seeds close together with a toothpick.

Some seeds may be overlapped or glued up on end for variety. When the mosaic is completed, brush several layers of diluted glue over the seeds.

If one wants to dye some seeds, dissolve one teaspoon of powdered dye in 1/2 cup of hot water. Bring the solution to a boil and remove it from the heat. Drop seeds in and stir for a minute. Spoon the seeds out and let them dry on several layers of paper towels.

Source: Volpe, 1982, p. 8.

YARN DECORATIONS

MATERIALS: Wax paper
Yarn - various colors
Paper
White glue
Scissors

PROCEDURES: Draw a picture on a 4 x 4 inch piece of paper (bird, deer, wreath, apple, etc.). Design may be used as a Christmas decoration.

Cover drawing with a piece of wax paper.

Carefully glue yarn on wax paper following the outline of the drawing.

Continue gluing yarn working toward the center of the design.

Attach loop at top if decoration is to hang.

After glue dries, separate ornament from wax paper.

Hang from a window or a Christmas tree.

Source: White and Kusion-Rowe, 1980, p. 126.

SOAP SUDS ART

MATERIALS: Ivory soap flakes
Large mixing bowl
Electric mixer
Water
Construction paper (12 x 18)

PROCEDURES: Place soap in bowl. Add a small amount of water and beat with mixer until consistency of egg meringue.

Place foam on construction paper. Students may simply play with the foam or design a picture. Let foam dry overnight.

VARIATIONS: **Christmas:** Cut snowmen from cardboard or heavy paper. Spread foam and permit to dry. Make eyes, nose and mouth, using black paint and a cotton swab as an applicator.

Easter: Cut Easter bunnies from cardboard. Spread foam on cutout. Mix red food coloring with foam to make pink bunnies.

RIBBON MOVES

MATERIALS: Tissue paper or crepe paper
Masking tape
Music

PROCEDURES: Cut paper into three-foot long, two-and-one-half wide strips.

Combine color strips and staple on end.

Wrap stapled end with masking tape for handle.
Prepare obstacle-free space for movement.

VARIATION: Shake streamers in front of individual students.

Move streamers over students' bodies.

Tape streamer handles to student's dominant hand if unable to grasp.

Encourage students to mimic the teacher's movements, such as waving, stretching, bending and circling streamers.

Play music and encourage students to move to the beat.

Try attaching the streamers to other body parts such as shoulders, knees, elbows, etc.

For students in wheelchairs, attach streamers to poles so students may create flowing movements with chairs.

Source: Adapted from Integrative Arts Activities for the Severely and Profoundly Handicapped by the National Committee, Arts for the Handicapped, 1981.

PRESERVED LEAVES

MATERIALS: Leaves
Wax paper
Newspaper
Construction paper
Glue
Iron

PROCEDURES: Place leaves between two layers of wax paper. Place this between several layers of newspaper.

Iron at medium heat. Ironing will flatten the leaves and melt the two pieces of wax paper together.

Source: Volpe, 1982, p. 16.

PAPER FANS

MATERIALS: Paper
Crayons
Staples

PROCEDURES: Fold a piece of paper accordion style and color a brilliant design on it.

Staple it together about an inch-and-half from the bottom and unfold.

Source: Volpe, 1982, p. 16.

JACK-O'-LANTERN MOBILE

MATERIALS: Orange green and black construction paper
Glue
Scissors
Coat hanger

PROCEDURES: Cut pumpkin shapes out of orange construction paper. Cut a green stem and black facial features. Glue features on pumpkin face.

Hang the pumpkins from strings attached to a coat hanger.

Source: Volpe, 1982, p. 32.

LETTER OR RECIPE CARD HOLDER

MATERIALS: Wood squares and triangle
Glue
Sandpaper
Clothespin
Paint or stain

PROCEDURES: Glue a triangle of wood onto a square wooden base

Glue a clothespin to the triangle.

Sand, paint or stain.

Source: Volpe, 1982, p. 48.

STAR MOBILES

MATERIALS: Drinking straws
Aluminum foil
1/4" wide (or less) ribbon or thin colored string
Scissors
Glue
Thread
Dowel rod or coat hanger (optional)

PROCEDURES: Cover six straws with foil. Cross the stars in the center and weave the ribbon in and out.

Glue or tape the end of the ribbon to secure it. Cut the foil strips to points and hang from a thread.

Make several stars and hang them from a dowel, hanger, stick, or hang from ceiling beams.

The students' mobiles will be more attractive if they vary the size of the stars and the amount of ribbon that is woven.

Source: Volpe, 1982, p. 61.

STAINED GLASS DESIGNS

MATERIALS: Two pieces of construction paper
Colored tissue paper
Scissors
Glue

PROCEDURES: Make two identical designs from the construction paper (cut one first and trace the second one).

Glue the colored tissue to one of the construction paper designs, and then glue the second sheet of construction paper to the other side of the tissue.

Source: Volpe, 1982, p. 63.

POPSICLE STICK ARTISTRY - SUNBURST PLAQUE

MATERIALS: Popsicle sticks
Corrugated cardboard
Glue

PROCEDURES: Cut a 6" diameter ring from corrugated cardboard. Fan and glue ten sticks to the ring with ends touching in the center.

Fill in the pattern by gluing ten sticks in between them.

For the third row, glue sticks on either side of those in the second row. Finish off by gluing on a row of ten inverted "V's."

Source: Pack-O-Fun, 1971, pp. 38-39.

SOCK PIN CUSHIONS

MATERIALS: Toe of a sock
Cotton or other stuffing material
Spray can lid
Needle and thread staples

PROCEDURES: Stuff cotton into the toe of the sock. Gather loosely and fasten with thread and needle or stapler. Add design, according to the directions below, and then glue inside inverted spray can cap.

Ladybug: Glue on the eyes and markings cut from felt.
Glue inside a large cap base.

Flower: Glue felt petals to the base around the flower center. Glue inside a large cap base.

Bird: Add bead eyes and a felt beak. Glue inside a small cap base.

Source: Pack-O-Fun, 1971, pp. 10-11.

SAND ART

MATERIALS: Dry white sand
Bowl and spoon or other container for mixing
Powdered tempera
Newspaper to protect tables
See Variations for additional materials

PROCEDURES: Prepare colored sand by mixing desired quantity of powdered tempera with sand.

VARIATIONS: Sand Art Picture: Put glue on construction paper making desired pattern (do not glue on thick).

Sprinkle prepared colored sand on paper (flour shaker is easiest) over all glue.

Lift paper by corners to shake off excess sand. Let dry flat.

Sand Art Decorative Jars: Place sand in a jar in decorative layers. The point of a pencil can be used to push and arrange the sand between pourings. The jar should be filled to within 1/4-inch of the lip.

Place a decorative lid on the jar; or

Arrange dried flowers in the jar by pushing the stems down into the sand. After the arrangement is complete, squeeze glue on the top, making sure it touches the sides of the jar and completely covers the top layer of sand. When the glue is dry, it will provide a seal for the sand and hold the flowers tightly in place.

Source: Campbell, 1977, p. 131.

STRING DESIGNS

MATERIALS:
String
Liquid tempera paint
Paper
Heavy cardboard or wood

PROCEDURES: Lay a piece of paper on a flat surface. Dip a length of string into the liquid tempera, leaving both ends uncoated.

Arrange the soaked string on the piece of paper with the two clean ends extending beyond the edge of the paper. Both ends should extend on the same side of the paper.

Put another piece of paper on top, sandwiching the string. Cover these with a piece of sturdy cardboard or Masonite. While one person holds the wood firmly, another person pulls the two ends of the string from between the paper.

Source: Volpe, 1982, p. 66.

MOD PODGE PLAQUES

MATERIALS:
Any small piece of wood
Front of a card (Christmas cards are convenient)
Glue
Mod Podge
Paint brush and small container
Two tacks and string or wire for hanging

PROCEDURES: Sand wood with fine sand paper (optional).

Cut a card to fit on the wood, leaving at least 1/2-inch of wood showing around the edges.

Glue the card to the wood.

Brush Mod Podge over picture and wood. Let it dry and apply a second coat.

(Mod Podge will clean up with soap and water and is available in craft stores.)

After the picture is dry, press two tacks into the back. Attach a string or wire to hang.

These plaques are nice Christmas gifts.

WILD WEAVINGS

MATERIALS: Mesh bags (oranges, potatoes and onions are a good source).

Plastic bottle

Weaving material: yarn, ribbon, fabric strips, straws, etc.

Stick and string for hanging

Scissors

PROCEDURES: Cut a piece of mesh the size you want the weaving to be. A long, skinny piece (about 4" x 12") is a good length with which to start.

Make a needle by cutting out the pattern from a flat pattern of a piece of plastic. Punch a hole for the eye.

Thread the needle with yarn.

Weave rows of colored yarn in-and-out across the strip. Feel free to skip lines, pull out threads, or add in straws and plant parts. Push holes in the mesh with fingers. Do whatever feels right.

When you are finished, weave a straw or a stick across the top.

Tie a string to both ends of the stick.

Hang the wild weaving once it is completed.

Source: Allison, 1981, p. 66.

RINGS

MATERIALS: Plastic lid (coffee can or cottage cheese lids are perfect)
Fabric, ribbon or crepe paper
Strings
Scissors

PROCEDURES: Cut the center out of a plastic lid leaving only the ring.

Cut numerous colorful streamers about a yard long.

Slip knot them onto the ring

Tie a string around the lid rim opposite the streamers.

Hang it up.

Source: Allison, 1981, p. 60.

PLASTIC SANDWICHES

MATERIALS: Plastic sandwich bags (thin ones work best)
Pictures or flat objects for sandwich
Aluminum foil
Scissors
Iron

PROCEDURES: Arrange the items to be laminated between the sheets of plastic.

The best results are with little items or something that has holes in it such as lace.

The plastic needs to stick together at regular intervals.

Put the plastic sandwich between two sheets of aluminum foil.

Press it with a warm iron.

Peel away the foil and trim the edges.

Ideas to sandwich: Stickers
Small pictures
Glitter
Yarn
Fabric cutouts
Holiday favorites

Source: Allison, 1981, p. 53.

STAINED GLASS WINDOWS

MATERIALS:
Assorted crayons in bright colors
Wax paper
Newspaper
Tape
Grater
Cups
Scissors
Iron

PROCEDURES:
Shred the crayons by rubbing them on the grater (carefully).

Collect the crayon gratings into cups using a different cup for each color.

Measure the wax paper to fit into a window in the classroom or at the student's home. If you do not wish to fill an entire window, cut two frames for the back and front of the design from construction paper and cut wax paper to fit that frame.

Cut another piece of wax paper the same size.

Sprinkle the crayons bits onto the sheet of wax paper. One may arrange them carefully in a design or just scatter the colors onto the sheet. Make sure to get some crayon bits on all parts of the paper.

When one has the crayon bits spread out, lay the other sh et of wax paper on the top.

Set the wax paper sandwich between sheets of newspaper.

Press the newspaper with a warm iron. The iron should be just warm enough to melt the wax. Iron all the parts to get a good melted sandwich.

Remove the newspaper.

Tape the stained glass to the window so that the light shines through the melted crayon, or glue between the two black frames.

NOTE: Make sure the working surface is covered with newspaper. The crayon bits are messy.

Source: Allison, 1981, pp. 34-35.

CHRISTMAS WREATH

MATERIALS: Tagboard (for patterns)
Green construction paper
Green tissue paper
Scissors/Glue
Pencils

PROCEDURES: Make one or more wreath patterns from tagboard. Students trace the pattern on green construction paper, and then cut it out.

Cut green tissue paper into 2 x 2-inch squares. Place the eraser end of a pencil against the center of one tissue square and twist the paper slightly around the pencil.

Dip the end of the paper (while on the pencil) into glue and place on the wreath. Continue twisting and gluing until the entire wreath surface is covered.

VARIATION: Decorate bells, Christmas trees or any other shape using a variety of tissue colors.

SNOW FLAKES

MATERIALS: White paper
Newspaper
Black paper
Scissors
Glue

PROCEDURES: Before using the white paper to cut the actual snowflake designs, experiment by cutting designs out of old newspapers.

First, cut a circular piece of paper and fold it three or four times into a pie-shaped piece, or reverse the procedure and fold the paper, and then cut into semi-circle.

Draw a design on the pie-shaped wedge Cut away parts of the design until the snowflake takes on the desired shape.

Cut several snowflakes of varying sizes and designs. Glue them to a sheet of construction paper in an interesting pattern, and hang them by a thread to a light fixture or tape them to a window.

Source: Volpe, 1982, p. 68.

TISSUE COLLAGE

MATERIALS: Three colors of tissue paper
White tag board
White glue and water (mix in one-to-one ratio and place in container)
Small sponges
Scissors (optional)

PROCEDURES: Tear or cut strips of tissue paper.

Dip sponge in glue mixture and drain off excess.

Dab entire tag board with glue mixture.

Place tissue strips on tag board.

Repeat process of dabbing and placing tissue paper for a variety of effects.

VARIATION: Butterflies

Cut two identical butterfly shapes.

Cut and glue one sheet of tissue paper onto each wing.
Glue the other butterfly shape to cover the edges of the tissue paper.
Hang from a string.

FLORIDA ATTRACTIONS

SKILLS: Sort pictures by matching to pictures
Demonstrate pincer grasp
Demonstrate pincer release
Place objects in/on other objects

MATERIALS: File folder or poster board
Two identical copies of Florida attraction brochure
Index cards
Card pockets

PROCEDURES: Cut two sets of pictures from Florida brochures. Attach one picture from each set to card pockets attached to folder or poster board.

Attach duplicate pictures to index cards. Place cards in blank card pocket.

Students match the pictures on the index cards to the pictures on the pockets, inserting them in the pockets.

Source: FDLRS/PAEC, 1980, p. 29.

SOCIALIZATION

The activities on the following pages (67-89) may be helpful when working to improve the students' self image, confidence, interpersonal relations and ability to converse. The skills listed below represent a partial list of the skills that will be reinforced.

SKILLS:

Verbalize or gesture methods of expressing emotions
Verbalize alternative or appropriate chain of events to resolve conflict
Identify personal values
Identify personal characteristics
Verbalize differences between self and others, comparing both values and characteristics
Identify desires for personal growth
Identify realistic goals
Verbalize methods of responding to negative life experiences
Verbalize methods of responding to critical life experiences
Initiate social interaction with peers
Provide critical feedback in a polite manner
Make eye contact when conversing or gesturing to others
Initiate and maintain relevant or appropriate conversations
Stand or sit at appropriate distance when conversing
Speak with appropriate speed, volume and clarity
Listen during conversation without interrupting
Respond appropriately to humor
Participate in classroom discussions
Learn more about himself/herself.

HOW WOULD YOU FEEL IF ...

1. You weren't invited to a friend's party?
2. You thought the teacher didn't like you?
3. You won first prize in a contest?
4. You found a note criticizing you?
5. You caused your team to lose a game?
6. Your friends made fun of your clothes?
7. Someone in your family has an incurable disease?
8. You were in an accident and could no longer walk?
9. You discovered a cure for a dreadful disease?
10. You just learned that your best friend has lied to you?
11. You were chosen last for a team game?
12. Your friend doesn't want to be your friend anymore?
13. Your paper was placed on the bulletin board?
14. Your dog died?
15. Your parents came to live with you?
16. No one ever listened to what you say?
17. You could not read?

18. You had to give away your pet?
19. You just learned that you check has been raised?
20. Your friend could not be trusted?
21. Someone hit you on purpose?
22. Your parents disapproved of your friends?
23. You did not get your homework done?
24. Someone called you an unpleasant name?
25. Your little brother always picked on you?
26. Your parents don't believe you?
27. You had earned the best grade on a test?
28. Your math problems were all wrong?
29. Your best friend became ill?
30. Someone you like said he/she admired you very much?
31. Your friend lost his/her job?
32. You had to pay for a lost library book?
33. Someone said you are fat?
34. Someone read your diary without your permission?
35. The doctor said you need to wear glasses?
36. You were told you had a secret admirer?
37. Someone broke in line ahead of you?
38. You just found five dollars on the sidewalk?
39. Your buddy just gave you his dessert?
40. Your clothes were dirty and wrinkled?
41. Someone told you that you are shy?
42. Your parents wanted to adopt a child?
43. You were constantly disturbed by another student?
44. A slow student wanted to study with you?
45. Someone copied your idea for a project?
46. Someone blamed you for something you didn't do?
47. Someone said that he knew the paper was yours because it was so messy?
48. Someone said your posture was bad?
49. You were criticized for being overly friendly to an underprivileged person?
50. Your classmates made fun of you because of your size?
51. You learned that soon you and your family would be moving to Australia?
52. You were in an accident and could no longer walk?

Getting along with brothers, sisters and parents is not always easy. Everyone has problems. It is a natural part of living. How would you solve the following problem?

1. Your sister messes up the house and you get blamed for it.

Everyone enjoys feeling good about himself/herself. A compliment can make a person feel good.

1. Write a compliment about yourself.
2. Write a compliment about your mother.
3. Write a compliment about a friend.
4. Write a compliment about a teacher.
5. Write a compliment about a pet.

Source: Volusia County Elementary Counselors, 1978, pp. 109-114.

MORE TOPICS FOR GROUP DISCUSSION

Hurts and Apologies

- If someone does or says something that makes you feel really hurt and later apologizes, can you forgive?
- Suppose you do something that hurts someone else and later you are sorry and apologize. Is it easy for you? Is it important enough for you to make yourself apologize?

National Diversity

- Is there equality among all or most people living in the U.S.?
- Are all people equally accepted as Americans? If not, what people are fully accepted? What people not well accepted?
- Should immigrants be encouraged to retain and continue to practice their life styles and customs?
- Do you ever judge people by the way they speak? Do others?

The Future

- What will be the world's / the U.S.A.'s / the community's greatest problem in 20 years?
- Is there anything you can do about it?
- Who else seems to understand that this thing is or is not going to be a problem?
- Who can do something about it? What could they do?

You vs. Your Parents

- What are some of the things your parents may have valued in their youth? What are some of the things they currently value? What are the reasons for the changes, if any? How does this compare with your list of values? How much do your parent's values influence yours?
- How will your feelings be different (or similar) when you are older?

Choices

- If you had the opportunity to get people to read one book or see one television program, what would it be and why?
- If reincarnation was real, you would come back as what? Why?

Source: Millyard and Wilks, 1978, p. 13-15.

FRIENDSHIP ACTIVITIES

The following activities may help promote friendship.

1. Draw secret pals within the classroom. Do nice things for this person without letting him/her discover the secret pal.
2. Sit in a circle at the end of a day and tell only "good" things that have happened during the day.
3. Find songs which talk about friendships.
4. Divide a paper in four parts. Draw oneself doing four things with friends.
5. Draw a picture of one's best friend.
6. Design a friendly flower with each petal containing a friendly word.
7. Role play situations which deal with making and keeping friends.
8. Make a personality chart to improve oneself. Check where improvements need to be made and work on each to make oneself a better friend.
9. List polite words that help make friends. Some suggestions are:

Hello	You are welcome	Excuse me
That's an idea	How are you feeling?	Come join us
You go first	That's very good	You look great
Let me help	Thank you	Wonderful

10. Ask one student to volunteer to leave the room.

    The counselor shows the group one of the following headbands:

    Ignore Me
    Give Me Warm Fuzzies
    Disagree with Everything I Say
    Smile at Me When I Talk
    Agree with Everything I Say

    The counselor explains that while the group is discussing a topic, the group members should respond to the individual wearing the headband by doing what the headbands say.

    Invite the student back in. Put the headband on the student without his/her seeing it. Begin a discussion about school, parents, report cards, vacation, etc. After a given period of time, stop the discussion and ask the headband wearer how he/she perceived what was happening. Elicit his/her feelings about having been ignored, disagreed with, etc.

    Repeat the activity with another student and another headband.

    When all headbands have been used, discuss how one may affect other persons' behavior by how one relates to them.

11. Ask students to sit in a circle. Begin by whispering a "rumor" in first student's ear. "Rumor" is whispered from one student to the next and said out loud by the last student. Discuss how this might happen in real life rumors. Ask students if they have heard rumors lately that they may tell about without mentioning anyone's name. Discuss how they heard about it. Who else heard it? How did they hear it? How did it make them feel? How would they feel if a rumor was said about them? About a friend? About someone else? Does any damage ever come from rumors? Do rumors ever help anyone?

Source: Volusia County Elementary Counselors, 1985, pp. 37-38 and 57-59.

WHAT'S GETTING ALONG WITH OTHERS ALL ABOUT?

Ban Bossiness

There are many people around such as parents, teachers and police, whose job is to give orders. But no one needs friends to tell them what to do. Below are the kinds of things that "bossy" people say. Help students say them in a nicer way. Write a "non-bossy" way of saying it on the line across from the "bossy" words. The first two are done as examples.

Bossy Talk	Non-Bossy Talk
Won't you ever learn?	Can I help you with that?
That's enough.	Would you mind not doing that?
You're too slow	_____
Hold the door.	_____
Get out of here.	_____
Shut up.	_____
You're in my chair.	_____
That's the wrong answer.	_____
You make me tired.	_____
Act your age.	_____
That was dumb.	_____
You're in the way.	_____
That's not right.	_____
Do it this way.	_____
You're wrong.	_____
Cut that out.	

Source: Volusia County Elementary Counselors, 1985, p.43.

I APPRECIATE MYSELF

I appreciate myself

_____ Always
_____ Often
_____ Sometimes
_____ Seldom
_____ Never

What I like about my appearance:

_____
_____
_____

Three positive words that describe me:

_____ _____ _____

_____

I feel proud when:

_____

_____

_____

What I like about my personality:

_____

_____

_____

I generally feel: _____ Healthy _____ Unhealthy

Healthful foods I eat often:

_____

_____

_____

Source: Volusia County Elementary Counselors, 1985, p. 202.

INCOMPLETE SENTENCES

Students may write answers for each topic, discuss in a group or just discuss them.

1. Today I feel ...
2. When I have to read, I ...
3. I wish my parents knew ...
4. School is ...
5. I feel bad when ...
6. I wish teachers ...
7. When I'm _____ years old, I expect to be ...
8. I wish my friend would ...
9. To me, books ...
10. People think I ...
11. I like to read about ...
12. On weekends, I ...
13. I'd rather read than ...
14. It's human nature to ...
15. Comic books ...
16. I hope I'll never ...
17. I'm afraid ...
18. I like to read when ...
19. I wish ...
20. I often worry about ...
21. Men like a woman who ...
22. Women like a man who ...
23. A good teacher is one who ...
24. When I need help, I usually turn to ...

Source: Mark Twain School, 1980, p. 38

V is for Values

- **Values are those standards which we consider as important and worthy guidelines for living.**

Where does a person get his/her set of values?

Name five things you value.

How do you feel about each of the following:
- Seeing someone cheat on a test
- Hearing someone lie to someone else?

Describe a personality trait you value very highly.

How do a person's values change?

Number the values below in the order of importance to you. Number one (1) being the most important, and number five (5) being the least important.

____ honesty
____ independence
____ courtesy
____ cleanliness
____ popularity

W is for Wondering

- **To wonder is to have a feeling of curiosity about something. One really wants to know something.**

Complete the statements below.

1. I wonder ...
2. I used to wonder ...
3. I wonder how ...
4. I wonder why...
5. I wonder what ...

Sometimes it is fun to wonder what is will be like in the future. What do you think it will be like ten years from now?

What are some things you wonder about?

WHEN AND HOW MUCH DO YOU CONFORM?

Fill in the inventory, then discuss.

1. I wear the kind of clothes I do to:
   a. please myself
   b. please others
2. I wear my hair the way I do to:
   a. please myself
   b. please others
3. I listen to the kind of music I do to:
   a. please myself
   b. please others
4. In my spare time, I do things that:
   a. please myself
   b. please others
5. I act the way I do toward members of the opposite sex to:
   a. please myself
   b. please others
6. I act the way I do toward teachers to:
   a. please myself
   b. please others
7. I practice (or don't practice) religion to:
   a. please myself
   b. please others
8. I talk with friends about things that:
   a. please myself
   b. please others
9. I hang out with certain people and/or avoid certain people to:
   a. please myself
   b. please others
10. My plans for the future are meant to:
    a. please myself
    b. please others

When would you **NOT** conform?

1. Would you be willing to dress differently from everyone else in your school and neighborhood?
   _____ Yes _____ No
2. Would you be willing to show an interest in things that other people would laugh at?
   _____ Yes _____ No
3. Would you be willing to express your honest opinions on any subject that came up in a conversation?
   _____ Yes _____ No

4. Would you express your honest opinions on any subject--even when this would hurt other people's feelings?
   _____ Yes _____ No
5. Would you be willing to ignore rules that you don't like?
   _____ Yes _____ No
6. Would you be willing to break laws that you don't like?
   _____ Yes _____ No
7. Would you break laws that you don't like when this would clearly harm other people?
   _____ Yes _____ No

Source: Mark Twain School, 1980, pp. 57-58.

TUNED IN, TURNED OFF

Here are several situations in which one's actions would affect other people. In each case below ask yourself these questions: "Do my rights — or the rights of others — come first?"

1. You are on a bus or subway, holding your transistor radio. You feel like listening to your favorite disc jockey, and you want to hear the songs played loudly. Would you turn on your radio and turn the sound up high?
   _____ Yes _____ No
2. You and some friends are sitting in a luncheonette. You have finished eating. Now you are having an interesting talk. You notice that there are a number of people waiting for booths. Would you sit there until you finish talking?
   _____ Yes _____ No
3. You've been on your feet all day. You're tired and your feet hurt. When you get on the train to go home, you find two empty seats together. Many people are crowding onto the train. Would you stretch over both seats to get comfortable?
   _____ Yes _____ No
4. That strawberry milkshake was just what you needed. But now you're left with an empty cup, and there's not a trash can in sight. Would you carry the cup until you found a litter basket?
   _____ Yes _____ No
5. You are in a hurry to get somewhere. You are driving along in heavy traffic. The traffic gets worse. Now the cars are barely moving. Would you lean on the car horn to show how annoyed you are?
   _____ Yes _____ No
6. You and some friends are sitting at the back of a crowded bus. One of your friends offers you a cigarette. There's a "No Smoking" sign at the front of the bus. But you feel like lighting up. Would you?
   _____ Yes _____ No
7. You are spending the evening at a friend's house. There are no good shows on television. Both of you are bored. Would you make some prank phone calls for laughs?
   _____ Yes _____ No

8. You're going to visit Uncle Herman, who lives in another city. When your bus gets there, you're supposed to call him, but you've forgotten his phone number, and you don't have anything to write on. You find a phone booth with a phone book, but the phone is out of order. The next phone booth may not have a phone book. Would you tear the page with Uncle Herman's number on it out of the phone book?
_____ Yes _____ No

9. You and some friends are at a movie. After the first fifteen minutes, you decide that the movie is dull or stupid. Would you stay and make loud, funny remarks about the film?
_____ Yes _____ No

Source: Mark Twain School, 1980, pp. 62-64

A GROUP PUZZLE

MATERIALS: Pieces of a puzzle made from a cut-up poster

PROCEDURES: Each student is given one to three pieces of the puzzle. Students take turns putting in the pieces.

Student's pass, if they cannot place a piece. Encourage students to work in a cooperative manner ... no one is in charge!

GETTING TO KNOW YOU

Develop a list of questions applicable to pupils in the class:

Who has a birthday in April?
Who has had a broken bone?
Who is over six feet tall?
Who was born in Tallahassee?
Whose name has an "r"?
Who's left-handed, blonde, wearing red, etc.?

Write questions on a ditto, leaving lots of room beside each for names.

Tell pupils they are going on a "Scavenger Hunt" to find people to fill in for each of the categories.

Encourage them to seek out pupils they do not know very well.

Allow 10-15 minutes for pupils to complete list.

Discuss new friends, new information, and let pupils share fun or exciting news.

Vary the game by giving each pupil (or team) one or two broad categories written on a 3" x 5" card, and tell them to collect all the names that apply.

Source: SEIMS: Social Skills, 1977, p. 25 42.01.

APPROPRIATE SOCIAL DISTANCES

Discuss the importance of keeping an appropriate social distance when speaking to another person.

Instruct pupils to walk up to one another and put one arm out until it touches the other person.

Discuss using "arm distance" as a good measure of social distance.

Have pupils now try to walk up to each other and stop without using their arm as a guide.

Measure the differences between their guess and an actual arm's distance.

USING ACTIONS OF OTHERS AS SOCIAL CUES

Tell two pupils to stand or sit facing each other.

Appoint one pupil to be the leader, the other is the mirror.
Explain that the "mirror" pupil must match all body movements and facial expressions the "leader" makes (just like the leader is looking in a mirror).

Set time for 30-60 seconds.

Demonstrate procedure with a volunteer.

Reinforce verbally good watching and good following.

Reverse roles and repeat.

Discuss afterwards which role was harder and why.

Source: SEIMS: Social Skills, 1977, pp. 30 1.01 and 25 47.01.

MAY I TAKE YOUR ORDER?

SKILLS:
Order a meal
Verbalize approximate cost of a restaurant meal
Demonstrate acceptable manners in a social situation
Speak with appropriate speed, volume and clarity

MATERIALS:
Old restaurant menus
Order forms (optional)
Money (optional)

PROCEDURES:
Let students role play ordering food in a restaurant.

Seat students around a table, then have the waiter/waitress pass out menus (Initially, the teacher should take the orders).

Let students read the menu and determine what they would like to eat, estimating the approximate cost of the meal.
Order politely.
Give students a small treat, and then give them the bill (optional).
Let students read the bill and give the money to the cashier (optional).

Source: SEIMS: Social Skills, 1977, p. 30 25.01.

LEAVING A TIP

SKILLS: Determine the amount of tip

MATERIALS: Tip chart (see below)

PROCEDURES: Discuss the purpose of leaving a tip and the types of restaurants where it is appropriate to leave money on the table for the waiter/waitress.

Explain how much money is customary to leave (15% or more).

Encourage student to figure the tip for a variety of meals.

Some students may need to cut out the chart below, carry it in their wallets, and use it to determine the appropriate amount for tips.

Amount of Bill	Tip
$1.00	.15 cents
2.00	.30 cents
4.00	.60 cents
5.00	.75 cents
6.00	.90 cents
7.00	$1.05
8.00	1.20
9.00	1.35
10.00	1.50
12.50	1.90
15.00	2.25
17.50	2.60
20.00	3.00

REVIEW BOX

SKILLS: Each student's review box will vary according to personal needs. Possible skills to include:

Prepare food items following recipe procedures
Read the word, abbreviation or picture of the measurement
Identify baking tools
Identify baking techniques
Safety and sanitation rules

MATERIALS: Card-file box
Index cards/tabs

PROCEDURES: Determine important areas for students to review.
Prepare tabs for each area.

Using index cards, prepare cards for students to review when cooking independently.

Food Preparation:

Choose recipes the student can prepare independently.

Measurement:

Trace the shape of measuring spoons (one on each card) and write the word and its abbreviation. The student can compare measuring spoons with the picture if identification is difficult.

Cooking Terms:

Write knife terminology (spread, cut, peel, chop) and draw a picture of the process.

Write baking terminology (bake, boil, broil, brown, steam) and draw a picture of the process.

WHAT SHOULD I DO?

A Problem Game

SKILLS: Verbalize or gesture methods of responding to negative life experiences

Verbalize or gesture methods of responding to critical life experiences

Verbalize or gesture acceptable manners in a social situation

MATERIALS: Situation cards

Multi-purpose game board and markers or group discussion

PROCEDURES: Have students read or listen to questions that present problem situations. Theymust answer the question with a reasonable answer before proceeding with the next question.

If using a game board, proceed around the board if responses are correct.

Examples are provided. Additional situations that deal with specific problems in a classroom may also be included.

Miscellaneous Problem Situations:

- You are waiting at the bus stop and someone makes fun of you.
- A traveling salesman tries to sell you a set of encyclopedias.
- You smell smoke, but do not see any fire.
- You get many obscene phone calls.
- A stranger is looking in your window.
- A friend suggests that your clothes do not match.
- You try several times to ride a bicycle, but do not succeed.
- You bake a cake, but forget to include the eggs, and it tastes terrible.
- Your mother just called and your uncle has died.
- Your roommate is in the hospital.
- A friend calls and you do not feel like talking to them.
- A friend asks you to go have a cigarette.
- A stranger offers you some food.
- A stranger asks you for money.
- You think the clerk has charged the wrong amount.
- You think your teacher is unfairly taking sides in an argument between you and another student.

First Aid Situations:

- You fell on the steps and cut your hand.
- You are cooking in the kitchen, cut your finger with a knife, and it bleeds a great deal.
- You are cooking in the kitchen, touch a hot burner and burn your finger.
- You and your friend are eating cheese sandwiches and suddenly the friend begins choking but can still breathe.
- You and a friend are watching television, and the friend begins to have a seizure.
- A bee stings your arm.
- An eyelash is in your eye.
- You are playing ball, get hit in the nose and your nose begins to bleed.
- You wake up in the night and think you have a fever.
- The pharmacist gives you a choice between a generic and name brand medicine.

The ABC's for Socialization

A is for Attitude

- **Attitude is a person's way of thinking or feeling about something. For example, if one shares sorrow or compassion with another person, that person is said to have a sympathetic attitude.**

What are some things that may change a person's attitude?

Tell how one's attitude about one thing has changed.

If someone says a person has a bad attitude, what does that mean?

Describe one's attitude toward school.

Describe one's attitude about oneself.

Draw a comic strip portraying a specific attitude, and then name that attitude.

B is for Behavior

- **Behavior is a way of acting or responding to a situation. Behavior may be positive or negative.**

Positive behavior has a good effect. Name an example of positive behavior.

Negative behavior has a bad effect. Describe an example of negative behavior.

How do others influence your behavior?

How do you influence others in their behavior?

Tell how each of the following influences one's behavior:

television	sales
radio	contests
newspapers	credit cards
movies	winning
magazines	losing

Construct a mobile that identifies the different influences that alter one's behavior.

C is for Character

- **Character is the reputation or qualities that a person has.**

Name some traits that describe character.

Are there other traits one may like to acquire?

What do you think best determines a person's character?

What may cause a person's character to change?

Develop a character sketch of someone you know. Tell specific qualities that person has.

D is for Decisions

- **A decision is the act of making up one's mind or making a judgement.**

Some decisions are more difficult to make than others. Tell about a difficult decision you have had to make.

Have you ever made a decision that had undesirable consequences?

Can you think of a wrong decision that you wish you could undo? If so, how could you have gone about making a better decision?

Do you make the most of your decisions? Do you ever talk it over first with others? Do you act on impulse? Do you ever ponder the consequences first?

Develop a short conversation between two characters who are involved in making an important decision.

E is for Empathy

- Empathy is that feeling one has when he/she tries to understand someone else by thinking how he/she may feel if he/she were that other person.

Put yourself in the position of the people described below. Tell how you would feel if ...

... a friend's pet died.
... your pal wins the school spelling contest.
... your classmate loses something important.
... a friend's parents are getting a divorce.

Why do you think some people find it difficult to show empathy?

What is the difference between empathy and sympathy?

Design a billboard to encourage a feeling of empathy for others.

F is for Friendship

- **Friendship is that special relation between two companions who enjoy being together and sharing the same experiences.**

Why are friends important?

List the qualities you like in a friend.

How does a casual friend differ from a close friend?

Complete the sentences below

1. A friend ...
2. A friend never ...
3. I like a friend who ...
4. My friends ...
5. To have friends ...

G is for Goals

○ **A goal is something one tries to attain. Setting goals helps to give one a purpose or direction in life.**

Do you have special goals? Think of some goals you would like to accomplish.

Goal for today:
Goal for this week:
Goal for one year from now:
Goal for the future:

A realistic goal is one that is possible to reach.
An unrealistic goal is one that is impossible to reach.

Write down one realistic goal. Tell what one must do in order to reach that goal.

H is for Happiness

My definition of happiness is ...

I'm happy when ...

List ten things that make you happy.

Rank order the following in terms of how they would make you happy. Place the number one (1) beside that which would make you the happiest, the number two (2) beside that which would make you next happiest, etc.

_____ friends	_____ money
_____ luck	_____ health
_____ looks	_____ popularity

What is the key to happiness?

How would you advise an unhappy person to become happy?

I is for Inventory

○ **An inventory is an itemized list that one checks periodically.**

Let's take an inventory of ourselves. Place a check mark in the blank if the item applies to you at this time.

____ happy	____ calm	____ healthy	____ anxious
____ worried	____ friendly	____ nervous	____ courteous
____ puzzled	____ open-minded	____ comfortable	____ ambitious
____ frightened	____ lazy	____ popular	____ dependable
____ embarrassed	____ trustworthy	____ ashamed	____ jealous
____ guilty	____ confident	____ alarmed	____ shy
____ excited			

What is your greatest strength?

What is your greatest weakness?

J is for Judgement

○ **Judgement means deciding or forming an opinion about something.**

How do you judge something?

How do you judge a person? Check the items that influence your thinking when judging someone.

____ appearance	____ actions
____ voice	____ reputation
____ first impression	____ intuition
____ Other, _____	

Have you ever misjudged a person? If so, what do you think led to your misjudgment?

Sometimes we must make quick judgements. Can you think of a time when you were forced to make a fast judgement?

You are selecting three classmates to work with on a group science project. Which of the three below would you choose?

- Larry, is a messy writer, but he has good ideas.
- Anna is popular, but she is a weak student.
- Kevin is a good worker, but he only makes average grades.
- Jane is very intelligent, but she is bossy.
- Bobby makes good grades, but he is absent a lot.
- Linda is a hard worker, but she doesn't like science.

K is for Kindness

○ **Kindness is the act of treating someone with affection and gentleness.**

Describe a kind person.

How has someone shown kindness to you?

Try to do one kind action for someone today.

How can you show kindness to - your mother or father? - your brother or sister? - your pet? - yourself?

L is for Loyalty

○ **Loyalty means being faithful to something or someone.**

To whom or what are you faithful?

Complete these statements:
A loyal person ...
I think loyalty ...
Loyalty ...
One way to show loyalty ...
I could be more loyal by ...

Write a paragraph giving an example of someone who was loyal.

M is for Motive

○ **A motive is a reason for doing something. Sometimes it is worthwhile to examine our motives for doing what we do. It helps us to better understand ourselves.**

What is your motive for attending school?

Tell one thing you did last week. What was the motive for the action?

Choose one of the motives from the list below and tell how it has helped you to do something.

____ money
____ fun
____ love
____ security
____ threat
____ challenge
____ enjoyment
____ parental pressure
____ curiosity
____ promise

N is for Name

○ **Your name is an important part of you. It is part of your identity.**

Who named you?

What is your surname?

What is your given name?

Do you have a nickname?

Some names have special meanings. What does your name mean?

Do you like your name?

Design a banner that represents your name.

O is for Opinions

○ **An opinion is a personal view or thought about something.**

We should respect the opinion of other individuals. We do not have to agree with them, but we should understand that it is their right to believe as they do.

How do you usually form an opinion?

How important are first impressions?

Do you change your opinions easily?

How do you feel about the following topics? Choose one and express yourself freely.

- capital punishment
- welfare
- unidentified flying objects
- corporal punishment
- school athletics

List some controversial topics to debate.

P is for Problem

- **A problem is a disturbing situation or difficulty one must face.**

Everyone has problems, so it is important that we learn how to cope with these situations.

When you face a problem, what do you do?

Do you prefer to work things out by yourself, or do you prefer to discuss things with someone else?

What are some of the sources you turn to when you have a difficult problem to solve?

Design a poster to help individuals cope with their problems.

Q is for Questioning

- **Questioning means asking or inquiring. Sometimes we face situations in which our values are in conflict. We must question ourselves as to which of our values has priority.**

Explain how you would respond to these situations:

1. You know lying is wrong. Your best friend lies to the teacher and then asks you to go along with him/her.
2. You tell your father you will mow his lawn on Saturday. He is counting on you to keep your word. You next door neighbor asks you to go see your favorite team play baseball. What do you do?
3. You see a classmate cheat during a test. He/she makes the highest score and thinks no one knows about his/her dishonesty. The teacher gives him/her a free-time pass for scoring better than anyone else. What do you do?

Sometimes we question the decisions our parents make concerning us. They usually have our best interest in mind, but we do not always see it that way. Sometimes we think they just do not understand. Can you think of a time when you questioned a decision your parents made about you?

R is for Respect

- **Respect is to show honor or courtesy to someone or something.**

How do you feel when you are treated respectfully? Disrespectfully?

What are some ways to show respect to your friends?

What are some ways you may show respect to your teacher?

What are some ways in which you may show respect for the law?

How may you show respect for your classmates?

How do you show respect for the American flag?

Are people today more or less respectful than people of fifty years ago?

Design a bumper sticker to foster respect.

S is for Situation

- **A situation is a set of circumstances. Sometimes we find ourselves in situations where we must take a stand or make a decision.**

  What would you do in each of the situations below?

  You make a good grade on a test. Someone tells your teacher you cheated. You know that you did not cheat. What will you do?

  You tell a friend a secret and think it will be kept confidential. Your friend tells several other people. What do you do?

  You need a larger allowance. The government tells you they simply cannot afford to give you more money at this time. What do you do?

  You like to be called by your nickname, but your teacher calls you by your first name. You write your nickname on your paper and you remind your teacher of your preference, but she just doesn't seem to remember. How do you solve this problem?

  Your best friend learns that he/she will be moving to another city. Your friend is very upset. What do you do?

T is for Trust

- **Trust is the faith and confidence placed in a person or thing.**

  What makes some persons trustworthy and others not?

  How do you get someone to trust you?

  What do you think causes mistrust?

  Write a short play about trust and perform the play in front of your class.

U is for Unique

- **You are indeed unique. That means that you are different from everyone else. Although you have many characteristics in common with others, you also have qualities that belong only to you.**

  Describe yourself. Try to think of ways that you are different.

  Make a set of fingerprints with ink, paper and an ink pad. Compare yours with those of a friend. What do you discover?

  Do you think there are advantages of being unique? Name some.

V is for Values

- **Values are those standards which we consider as important and worthy guidelines for living.**

Where does a person get his/her set of values?

Name five things you value.

How do you feel about each of the following:
- Seeing someone cheat on a test
- Hearing someone lie to someone else?

Describe a personality trait you value very highly.

How do a person's values change?

Number the values below in the order of importance to you. Number one (1) being the most important, and number five (5) being the least important.

____ honesty
____ independence
____ courtesy
____ cleanliness
____ popularity

W is for Wondering

- **To wonder is to have a feeling of curiosity about something. One really wants to know something.**

Complete the statements below.

1. I wonder ...
2. I used to wonder ...
3. I wonder how ...
4. I wonder why...
5. I wonder what ...

Sometimes it is fun to wonder what is will be like in the future. What do you think it will be like ten years from now?

What are some things you wonder about?

X is for "X-amining" Your Beliefs

○ Circle yes, no or maybe to express your thoughts about each of the statements below.

Most Americans are patriotic.	yes	no	maybe
All people are created equal.	yes	no	maybe
Women should stay home instead of working.	yes	no	maybe
School should be optional.	yes	no	maybe
Food ingredients should be labeled.	yes	no	maybe
Lazy people are born that way.	yes	no	maybe
Girls are more talkative than boys.	yes	no	maybe
Most kids like school.	yes	no	maybe
Responsibility increases with age.	yes	no	maybe
Nuclear power is a safe source of energy.	yes	no	maybe

25 things I believe ...
(Write down 25 things you believe)

Y is for Yourself

○ **Circle yes, no or maybe to each of the following questions about YOU.**

Do you keep your room neat?	yes	no	maybe
Is being popular important to you?	yes	no	maybe
Do you enjoy arguing?	yes	no	maybe
Are you moody?	yes	no	maybe
Do you think you understand yourself?	yes	no	maybe
Would you run for an elected office in school?	yes	no	maybe
Do you have a neat appearance?	yes	no	maybe
Are you happy most of the time?	yes	no	maybe
Do you frequently get into trouble with your parents?	yes	no	maybe
Do you think your teacher likes you?	yes	no	maybe
Do you get nervous in front of the class?	yes	no	maybe
Do you like yourself?	yes	no	maybe
Do you ever let your friends influence your thinking?	yes	no	maybe
Do you nag your classmates when you want something?	yes	no	maybe
Do you think you have good judgement?	yes	no	maybe
Do you brag about your accomplishments?	yes	no	maybe
Do you think your friends trust you?	yes	no	maybe
Are you clumsy?	yes	no	maybe
Are you self-conscious with strangers?	yes	no	maybe
Do you have a BEST friend?	yes	no	maybe

Z is for Zeal

○ **Zeal is an enthusiastic interest in something.**

Name some things for which you have a zeal.

Choose the correct answer.

A zealous person is:

a. one who shares his/her project.
b. one who is very excited about his/her project.
c. one who completes his/her project.

Place a check mark in the blank beside each statement that implies a zeal for something.

____ "I can hardly wait to show you how to ski," said Mary.
____ "I'll be glad when this is over," Pam remarked.
____ "I love to jump on a trampoline," Kim answered
____ "You should see what I have in the garage!" Chad exclaimed.
____ "Tennis is okay," Mark said.

If someone says he/she has a "zeal for life," what do you think he/she means?

TRAVEL SAFETY SIGNS

SKILLS: Identify and state meaning of travel picture signs
Match identical shapes

MATERIALS: Cut out traffic signs. Cut out duplicate shapes from black paper (Samples are in driver's license books)

Cut out warning signs. Cut out duplicate shapes from black paper.

Place black shapes on the top half of the page. Place the duplicate color accurate shapes in a pocket at the bottom of the page.

PROCEDURES: Match the sign picture with its black shape outline.

Ask the student(s) to name and state meaning of each sign.

Source: FDLRS/ALPHA, n.d., p. 3.

WHERE DO YOU FIND TRAVEL SIGNS?

SKILLS: Identify and state meaning of travel signs

MATERIALS: Travel signs: Stop
Enter
Exit
Yield
Traffic Light
Crossing Signal (Walk/Don't Walk)
No Bikes
Blinking Light

PROCEDURES: Give each student a travel sign or assign one verbally. It may be helpful to draw examples on the board if actual signs are not available.

Ask students to draw scenes depicting where the travel sign might be found.

Students may compare/discuss their pictures.

VARIATION: Substitute safety and service signs.

SIGN IDENTIFICATION

SKILLS: Identify travel signs
Demonstrate appropriate behavior for winning and losing

MATERIALS: Multi-purpose game board
Travel signs on cards (laminate for durability)

PROCEDURES: Review the travel signs as a group.

Place signs face down.

Students determine who will go first and roll the dice.

After identifying the sign correctly, students may move around the game board according to the numbers on the dice.

A FIELD TRIP THROUGH TOWN

SKILLS: Identify items that may be purchased or found in a specific type of store or business

MATERIALS: Multi-purpose game board
Markers
Dice
"Store" cards

PROCEDURES: Write the name of a type of store or business on a card.

Examples:
- Grocery store
- Shoe store
- Hospital
- Florist
- Jewelry store
- Restaurant
- Dentist
- Doctor
- Bank
- Golf course
- Library
- Craft store

The specific name of the store may be written if desired.

Place cards face down on playing surface.

Students take turns rolling the dice and choosing the top card. Students must then name three items he/she might find in that particular type of store or business.

If students are correct, they move around the game board according to the roll of the dice.

Source: FDLRS/East, 1978, p. 39.

BUS SCHEDULE

SKILLS: Take a message over the phone
Follow two- to five-step directions
Demonstrate knowledge of bus schedule

MATERIALS: Local bus schedule
Telephone (task may be completed at home)
Paper
Pencil

PROCEDURES: Most bus schedules are extremely difficult to understand. Therefore, calling the station appears to be the best method of determining the proper route. The operators at the station are willing to give directions to a specific location.

Give the student a specific destination.

Ask them to call the bus station and write down the directions. Students may complete this assignment at home.

Pair students and ask them to actually ride on the bus to the assigned destination.

Once students become familiar with the schedule, try to figure out written schedules. Other students who frequently use the bus may be very helpful.

TRANSPORTATION CHOICES

SKILLS: Verbalize location of local transportation services
Role play procedure for using public transportation

MATERIALS: None

PROCEDURES: Discuss/list the various types of local transportation:

- Bus
- Yellow Cab
- Dial-A-Ride

Refer to the Yellow Pages of the phone book for additional choices.

Role play the following situations:

Call a cab, ride to the grocery store, pay and arrange a ride home (don't forget a tip).

Wait for the bus, pay, and ride to the mall.

Call Dial-A-Ride, ride to the doctor and pay.

Call the bus station, ask directions to a restaurant, and write the directions down.

USING A MAP

SKILLS: Obtain information from a map
Identify left and right

MATERIALS: Large paper (white rolls of paper available free from a local newspaper office work well)
Pencil, markers or crayons

PROCEDURES: As a class activity, construct a large map of one's building. Label restrooms, offices, etc. Ask students the location of a room. They must give specific directions. Check their directions by actually walking the route.

After students are able to give and follow directions using a map of their own building, develop a map of the local neighborhood.

Construct a large map of the streets and businesses in the immediate neighborhood. Let the students suggest places to include as well as their symbols. Be sure to label the streets.

When the map is complete, lay it on the floor in the correct orientation. Ask questions such as:

> If you were at school and wanted to go to a convenience store, which streets would you cross and how many blocks would you walk?

Eventually place the map on the wall and ask questions requiring students to use a different orientation.

As the students become more adapt, increase the number of streets.

Locate a commercially-produced map and enlarge sections of the map on a copy machine. Ask questions that require students to locate specific streets, such as the intersection of two local streets, or ask students to give directions to an out-of-town traveler who wishes to find a specific motel.

VACATION TRIP

SKILLS: Follow directions on a map

MATERIALS: State map of Florida
Direction cards

PROCEDURES/ VARIATIONS: Laminate the map for durability.

Give oral directions from one destination to another and follow along on the map with a wipe-off marker.

Give students directions, but do not tell them at what location they will arrive. If they follow the directions carefully, they will be able to tell in which city they have stopped.

Write the directions on small cards. Students may follow the directions, marking on their maps, as an independent activity.

Ask students to estimate travel time.

Example:

About how many hours will it take to get to _____?

Which will take longer, going to _____ or _____?

About how long will it take to get to _____?

LIVING WITH DEATH

One of the most natural events everyone encounters in life is the death of someone close. Many feelings surface when a loved one dies. Coping with death means being able to express one's feelings about death.

A. Has someone in your family or very close to you died? If so, tell about this person.

B. What is the best memory you have of this person?

C. How do you cope with the loss of the physical presence of this person in your life?

NOTE: If you have not yet experienced the death of someone close to you, listen to the comments of students who have had a death experience. Their experiences may help prepare you for living with death.

Source: Volusia County Elementary Counselors, 1985, p. 291.

PERSONALITY STATEMENTS

Place one statement on a card (see statements below). Pass out one card to each student. Take turns reading the cards orally. Discuss the meaning of the statement and ask students to determine if the statement described themselves.

Behavior Statements

My feelings are easily hurt.

I could be considered "withdrawn".
I get very anxious about myself.
I am a dependent person.
I like to earn my own money.
I am a fair student.
I am a poor student.
I like school most of the time.
I like school part of the time.
I don't ever like school.
I consider myself physically weak.
I consider myself physically strong.
I don't like changes.
I like new things and new ideas.
I get angry easily.
I am very talkative.
I am impatient.
I have a lot of patience.
I am lethargic about most things.
I am unusually friendly.
I like people most of the time.
I think most people don't like me.
I think most people like me.
I laugh a lot.
I joke around a lot.
I cry a lot.
I feel sorry for myself a lot.
I am kind to animals.
I am kind to most people.
I am generous.
I am stingy.
I am selfish.
I am materialistic.
I like to dance.
I like to sing.
I usually eat too much.
I am a jealous person.
I like to watch sports.
I have a lot of friends.
I like to read.
I like to be alone most of the time.
I am moody.
I am usually cheerful.
I am usually depressed.
I like to sit still.
I like to move around a lot.
I am a hard worker.
I am lazy.
I am sick a lot.
I am usually healthy.
I am sympathetic.
My feelings are not hurt easily.
I like to argue.
I like to fight.
I don't like to fight.
I am a helpful person.
I am callous to most persons' problems.
I will usually stand up for what I think is right, regardless of what most of the group thinks.
I would rather try to get along than argue about what I think.
I usually win most arguments and/or fights.
I usually lose most arguments and/or fights.
It doesn't worry me to hurt other people's feelings.
I worry a lot about whether other people like me or not.
I don't care if people like me or not.
I don't like to hurt people's feelings if I can help it.
I get very nervous about a lot of things.
I am honest.
I am deceitful.
I am clever.
I am artistic.
I like to tell lies.
I like to make up stories.
I like to write.

I like to participate in sports.
I like to do things for myself without help from others.
I will usually go long with the crowd for anything, even if I think it is wrong.
I am very energetic about most things.
I don't like most people—just a few.
I prefer being inside to being outside.
I could be called a "troublemaker".
I like to be with other people most of the time.
I could be considered "nervous" the majority of the time.
I blame myself for most of my problems.
I blame others for most of my problems.
I take most things in "my stride," I am not over-anxious.
I need a lot of help from people in order to do things right.
I control my temper most of the time.
I like to get even with people when they do something to me.
I don't like to talk amidst strangers.
I always try to do my best on tasks.
I could be called a "peace maker".

Source: FDLRS/East, 1978, pp. 4-6.

TAKE A MESSAGE

SKILLS: Answer the telephone
Take and relay a message

MATERIALS: Prepare a tape or situation cards that give a name, phone number and message (see example below).

Prepare a message sheet (see example below) or give students blank paper to write down information.

TAPE SAMPLE: "Hi, is Sally there? This is Jim Black and I would like Sally to call me. I would like to borrow her garden tools. My phone number is 269-3221. Thanks!"

WHILE YOU WERE OUT

TO _____

FROM _____

COMPANY _____

PHONE No. _____

	TELEPHONED		WANTS TO SEE YOU
	CAME IN		PLEASE CALL BACK
	WILL CALL AGAIN		IN RECEPTION
	RETURNED YOUR CALL		URGENT

MESSAGE _____

_____

_____

TAKEN BY _____

DATE _____ TIME _____

PROCEDURES: Students listen to the tape, or another student reads the situation cards.

Students listen and write the important information.

If recording on a tape, be sure to make a written master copy in order to make corrections easier for the teacher or for the student to self check.

Source: SEIMS: Social Skills, 1977, p. 30 36.02.

This material might be helpful for discussion purposes. It teaches appropriate work behavior which includes work habits, punctuality and attendance, salary and social skills.

THE DIFFERENCE BETWEEN WORK AND SCHOOL

SKILLS: Verbalize appropriate work habits
Verbalize reasons for punctuality and good attendance
Verbalize importance of task completion
Verbalize importance of socially acceptable interpersonal relations

MATERIALS: None

PROCEDURES: Discuss each question, encouraging students to state differences between work and school.

Q. What happens if you are late to school?
What happens if you are late to work?
How are the punishments different?

A. If late to school, we may be penalized, but not thrown out.
If late to work frequently, we may be fired.

Q. What happens if you do not come to school every day?
What happens if you do not go to work every day?

A. If we miss school, we miss the work and do poorly.
If we miss work, we may get fired and lose the job.

Q. What will happen if you do not do the school work?
What will happen if you do not work while on the job?

A. We will be graded down, but can still come to school.
We will get fired and lose the salary.

Q. What happens if you talk back when you are in school?
What happens if you talk back while on the job?

A. In school, we may be reprimanded or sent out of the room.
At work, we may be fired and may not come back.

Q. How many times can you ask a teacher for help?
How often should you ask for help at work?

A. Teachers are always happy to answer questions when you are trying your best. Employers do not want to answer similar questions over and over again.

Q. What happens if you do not like the people in your class?
What happens if you do not like the people where you work?

A. If you do not like the people in your class, you can stay away from them most of the time.

A. If you do not like the people at work, you may work with them anyway. If you cannot get along, you may get fired.

Q: What happens if you are a good worker at school?
What happens if you are a good worker at work?

A. At school, you will get better grades.
At work, you may get an increase in salary.

Source: Fudell and Peck, 1967, pp. 23-25.

GETTING ALONG WITH FELLOW WORKERS

1. What should you do when people make fun of you or do not respect you?
   Stay away from this person. How?
   1. When you have a break or a rest time, don't go near this person. Talk to someone else. Talk to people who like you and treat you with respect, or keep to yourself.
   2. When lunchtime comes, don't eat with this person. Eat with people who like you and who treat you with respect, or eat alone.
   3. The thing to do is stay away from this person as much as you can.

2. What if you work next to this person and you can't keep away from him/her? What do you do if he/she starts to ridicule you in front of the other workers? You can't walk off your job; if you did you would be fired. What could you do?
   Don't listen to him. How?
   1. Let him/her talk all he/she wants. Don't say a word to him/her. Most of the time your fellow workers will tell him/her to shut his mouth. He/she will look like the stupid dumb person.
   2. If you talk back to him/her, then you will be the stupid one. When you talk back to him/her, you are showing everyone that he/she is right. Don't talk back. Let him/her do the talking and let him be the stupid one. Remember this is not easy to do. It takes a lot of thinking to be smart and keep your mouth shut.
   3. What would you do if you are trying to stay away from this person and he/she walks over to where you are talking to some people and starts to ridicule you? Don't talk back. Say, "Excuse me, please," and walk away. If he/she follows you to where you are, say, "Excuse me, please," and walk away. He/she will stop following you.

Source: Fudell and Peck, 1967, pp. 52-53.

Underline all the right answers.

1. When a person ridicules you, you should
   a. Tell your boss.
   b. Tell your fellow workers.
   c. Stay away from him.

2. When a person makes fun of you in a group at lunchtime, you should
   a. Say, "Excuse me, please," and leave.
   b. Stay there and let him go on.
   c. Keep on eating.

3. When you are working with a bad person and he/she ridicules you, and you can't excuse yourself, what should you do?
   a. Talk back.
   b. Don't talk back.
   c. Keep quiet.

4. If you don't talk back to a person who is ridiculing you, who will be the stupid one?
   a. You.
   b. The person doing the ridiculing.
   c. Both of you.

5. When a person is ridiculing you and you keep quiet, it shows that
   a. You are smart and using good thinking.
   b. He is a bad person.
   c. He is the dumb one.

6. Getting along with your fellow workers means that you must
   a. Fight with them.
   b. Get their respect.
   c. Help them when they need your help.

Source: Fudell and Peck, 1967, pp. 57-59.

ARE YOU DOING YOUR BEST?

RATE YOURSELF

Things I Do:	Always	Most of the time	Sometimes	Once in a while	Never
1. Try hard; am not lazy; am a good worker					
2. Listen and follow directions; ask good questions					
3. Get along; cooperate; help out when asked					
4. Finish the job; start a job and finish it					
5. Am willing to be told what to do; don't talk back					
6. Am interested in my work; try to do well					
7. Like my job and the people around me					
8. Come on time everyday; am never late					
9. Am willing to stay extra and finish the job					
10. Keep busy and keep on working					
11. Do extra work without being asked					
12. Am honest; do a full day's work and never take anything home					

Source: Fudell and Peck, 1967, p. 75.

RATE YOURSELF ON YOUR WORK

Things I Do:	Always	Most of the time	Sometimes	Once in a while	Never
1. Listen carefully to directions					
2. Remember directions					
3. Ask good questions if I'm not sure					
4. Do not waste my time					
5. Do not waste material					
6. Do not waste other people's time					
7. Have good working habits					
8. When finished I find more work					
9. Keep busy					
10. Do not rest except at break					
11. Finish a job all the way					
12. Work hard					
13. Cooperate and help other people					
14. Am dependable—come every day					
15. Am respected by other people					
16. On time every day					

Source: Fudell and Peck, 1967, p. 96.

FOLLOWING DIRECTIONS AND FINISHING ONE'S WORK

Underline all the right answers to these questions and sentences.

1. Following directions means:
   a. To do as you please.
   b. To do something the way your boss or teacher tells you to do it.
   c. Not to do anything.

2. The first thing to do when following directions is:
   a. Don't listen.
   b. Look as though you are listening
   c. Listen very carefully and think hard.

3. One reason that it is very important to follow directions is:
   a. That you don't waste your time.
   b. That you don't waste your boss' time.
   c. That you don't waste material.

4. Why is following directions in school the same as following directions on the job?
   a. By following directions, you learn good habits.
   b. A good worker never follows directions.
   c. Following directions anywhere shows you have a good attitude and are a good worker.

5. To get a raise in salary means that:
   a. Your boss is paying you more money.
   b. You are about to be fired.
   c. You are a good worker.

6. When you understand something you:
   a. Ask silly questions about it.
   b. Do not listen to directions.
   c. Know about it and know what to do.

7. When you are finished with a job you should:
   a. Rest and sit down.
   b. Keep working.
   c. If there is no work, find some and keep busy.

8. Before you start any new work, you must be sure that:
   a. This job is all finished.
   b. This job is not half-way done.
   c. You did the job right.

9. If you do not follow directions you can:
   a. Lose your job.
   b. Get a raise.
   c. Waste money and time.

10. A good worker listens carefully to directions:
    a. So he/she will not know what to do
    b. So he/she may be a good worker
    c. So he/she will know what to do

1. List the five things to do or not to do after you are finished with your work:
   Keep working
   Don't rest
   Find more work
   Don't sit around
   Do that extra work

2. List the six important things to do in following directions:
   Listen carefully
   Think hard
   Remember
   Understand everything
   Ask good questions if you're not sure
   Finish the work

If the sentence is right, put a circle around the word YES. If the sentence is wrong, put a circle around the word NO.

YES NO 1. If we don't do our work in school we get poor grades, but if we don't do our work on a job our boss will fire us.

YES NO 2. A willing worker tries hard and has a good attitude.

YES NO 3. A poor worker is not interested in his/her job or the for which business he/she works.

YES NO 4. The extras you do on your job make you more important to the business for which you work.

YES NO 5. An honest worker works hard all day long and never takes anything that does not belong to him/her.

YES NO 6. When a person ridicules you, try to stay around him/her.

YES NO 7. A worker who is respected always has a good attitude and cares for his/her job.

YES NO 8. One of the things we like about people is that they are nice and quiet.

YES NO 9. Cooperate means to be bad to people.

BEING ON TIME

Put a line under the right answers. Some of these have more than one right answer. If they do, put a line under all the right sentences.

1. If you have to be on your job by eight o'clock and must change clothes before you start working, how much earlier should you get to the place you work?
   a. 5 minutes.
   b. 15 minutes.
   c. 60 minutes.

2. When you are meeting a friend at two o'clock, what time should you be there?
   a. One o'clock.
   b. Two o'clock.
   c. Three o'clock.

3. People who are often late to work will soon:
   a. Get more money
   b. Keep their jobs.
   c. Lose their jobs.

4. If you were an employer, you would want your workers to be:
   a. Always on time.
   b. Never late.
   c. Often late.

5. Being late for school or being late on the job are different because:
   a. Being late to school may get you fired.
   b. Being late to work may get you fired.
   c. They are the same.

6. Getting up early in the morning gives you:
   a. Time to get ready to go to work.
   b. Time to clean up and get ready to go to work.
   c. Time to clean up, eat breakfast, and get ready to go to work.

7. Getting back to your job after lunch is as important as:
   a. Sleeping late.
   b. Not being dependable.
   c. Getting to your job on time in the morning.

8. When would it be good to be late for supper?
   a. When you fool around after work.
   b. When your boss asks you to finish some work you started.
   c. Never.

9. An employer is the:
   a. Boss.
   b. Person you work for.
   c. Person who pays you money for working for them.

10. When a person you work with is always on time, you may:
   a. Depend on him/her.
   b. Count on him/her.
   c. Hope that he/she doesn't get you fired.

11. When you are often late to work your boss and people you work with will think that:
   a. You don't care for our job.
   b. They can depend on you.
   c. You are a good worker.

12. A good way to learn to be on time when you do go to work is to:
   a. Be on time for school every day.
   b. Be on time when you must be in a certain place at a certain time.
   c. Be late when you feel like it.

If you think these thoughts are right, underline the word YES. If you think these thoughts are not right, then underline the word NO.

YES NO 1. A good worker gets to work on time.

YES NO 2. You may depend on a worker who is often late.

YES NO 3. When you are late often, you put more work on the people you work with.

YES NO 4. A boss may depend on you if you are often late to your job.

YES NO 5. A good worker gives himself/herself plenty of time to get to his job early.

YES NO 6. You should depend on your mother to wake you up on time every morning.

YES NO 7. You would like to work with a person who is always late.

YES NO 8. A cafeteria is a place where people come to eat.

Source: Fudell and Peck, 1967, pp. 119-121.

WHAT TO DO IF YOU MUST BE LATE OR ABSENT

1. Be prepared:

   Keep a small envelope in your pocketbook or wallet with a quarter in it just for making a phone call if you need it. Write the name of your boss on the envelope. Write the phone number on the envelope. Use the quarter only for calling if you are going to be absent or late. Be smart. Be prepared.

2. If you know before:

   Tell your boss or teacher beforehand. Maybe they can get someone to take your place so your work will not have to be done by your fellow workers. This is the fair thing to do. It shows that you have good manners and think of other people.

3. Can't help it:

   What can you do if suddenly you have to stay home? You get up in the morning and you really are sick and have fever. Call the school or business and ask for your teacher or boss. If they are not there, someone will tell them you called and said you were sick and couldn't come to work or school. This shows a good attitude and that you are thinking of your job. Nothing makes a boss more angry than having one of his/her workers stay home and not call. Always call your boss or school if you are going to be absent.

4. Suddenly:

   What can you do if suddenly you find that you are going to be late? Let's say that the car or bus you are coming to work in breaks down and you will be late. All you can do is try to call. Sometimes you can't call, but if you can, call and tell them you will be late. Always try to call. This shows that you are thinking of your job and are trying to do the right thing.

Source: Fudell and Peck, 1967, p. 134.

WHAT DOES IT MEAN TO BE RELIABLE AND DEPENDABLE?

1. Do good work.

   Is the kind of work you do dependable? When you finish your work, does someone have to do it over again? Is it the best you can do and is it as good as your fellow workers? If it has to be done over, then you are not a dependable worker.

2. Complete your work.

   Do you finish your work? Does someone else have to finish it for you? Can your boss depend on you to finish the job completely with no leftovers?

3. Keep working.

   Do you give your boss a full day's work? Do you give him/her back in a good day's work what he/she pays you in salary? Do you give him/her some extras? In school your salary is your grades. If your grades are poor, then you are not working hard. Get in the habit of working hard in school, and you will carry this habit to your jobs when you finish school.

4. Cooperate.

   Are you dependable and reliable with your fellow workers? Do you do your work and a little extra? Can they count on you all the time? If they need your help, do you give it willingly? This makes them respect you.

Source: Fudell and Peck, 1967, pp. 137-138.

How Dependable a Worker are You?

RATE YOURSELF

Things I Do:	Always	Most of the time	Sometimes	Once in a while	Never
1. On time					
2. Come to school					
3. Dependable					
4. Cooperate					
5. Finish the job					
6. Listen and follow directions					
7. Keep busy all day					
8. Am quiet and have nice manners					
9. Do good work					
10. Do a full honest day's work					
11. Help others					
12. Good personality					
13. Have a good attitude					

Source: Fudell and Peck, 1967, p. 139.

RELIABLE AND DEPENDABLE

If you think the sentence is right underline the word YES. If you think the sentence is not right, underline the word NO.

YES	NO	1. A reliable person is often late.
YES	NO	2. A dependable person is at work or school every day.
YES	NO	3. A reliable person does his/her work and some extra work.
YES	NO	4. A dependable person listens, remembers and follows directions so he/she can waste material and time.
YES	NO	5. You can get into good work habits in school and carry them over to your job.
YES	NO	6. A good reason for being absent is a headache.
YES	NO	7. You can fool other people, but you cannot fool yourself. You can only tell the truth to yourself.
YES	NO	8. If you are going to be absent from work or school, never call your teacher or boss.
YES	NO	9. If you are suddenly late for work or school, try to call your teacher or boss.
YES	NO	10. When you call your boss or teacher when you must be absent or late, it shows that you don't care about your job and that you have a poor attitude.
YES	NO	11. A dependable worker does good work and no one has to do it over.
YES	NO	12. A reliable worker can be counted on to do his/her work, to cooperate with his/her fellow workers, and to do extra work.
YES	NO	13. A willing worker never helps his/her fellow workers.
YES	NO	14. A dependable worker works hard all day long and does not sit around.
YES	NO	15. When you are a dependable worker, people will not respect you.

Source: Fudell and Peck, 1967, p. 142.

HONESTY IS STILL THE BEST

1. If you find a pen or a tool on the floor or outside on the grounds, what should you do with it?
   Answer: Take it to the lost-and-found room or give it to the teacher or your boss.
   Why? Just because you find something. It does not make it yours. If you take it back, the person who lost it can ask for it. This is the honest way.

2. If you see a pocketbook lying on the table and no one is around, what should you do?
   Answer: Leave it alone or take it to the teacher or boss.
   Why? Maybe the person who owns it will come back for it. If he/she left it there and doesn't come back, the honest thing is to take it to your teacher or your boss.

3. If you are taking a test and your neighbor starts to cheat, what should you do?
   Answer: Cover your paper.
   Why? Cheating is like stealing. Everyone can study and should do his own work.

4. If you have a 30-minute lunchtime, how much time should you take?
   Answer: 30 minutes, no more.
   Why? If you take longer, you are cheating your boss out of time for which he pays. It's just like stealing his/her money.

5. When you are asked a question that is hard to answer truthfully, what should you do?
   Answer: Always answer truthfully.
   Why? Telling a lie is the same as cheating. You may lie to your boss or teacher, but you cannot lie to yourself.

6. If you owe money to someone and you are supposed to pay on a certain day, what should you do?
   Answer: Pay your debts on that day.
   Why? You gave your word to pay. Do it. This is the honest thing to do.

7. Who decides for you that you should be honest?
   Answer: You, yourself, most of the time.
   Why? Most of the time there is no one around to check up on your honesty. The only policeman around is yourself.

Source: Fudell and Peck, 1967, pp. 150-151.

Pick the right answers to these sentences. If there is more than one answer, then pick all the right answers.

1. An honest person:
   a. Steals.
   b. Cheats.
   c. Never takes anything that doesn't belong to him/her.

2. Cheating on a test is:
   a. Honest.
   b. Dishonest.
   c. Like stealing.

3. If you have a 30-minute lunchtime and you take only 30 minutes, you are:
   a. Honest.
   b. Reliable.
   c. Stealing time.

4. A person who lies is a:
   a. Cheat.
   b. Honest person

5. Honest people:
   a. Never keep their word.
   b. Pay their debts.
   c. Keep their word.

6. If you find some money on the floor, you should:
   a. Give it to the teacher.
   b. Take it to the lost-and-found room.
   c. Keep it.

7. Telling a lie is like:
   a. Honesty.
   b. Cheating.
   c. Stealing

8. Being truthful is what an:
   a. Undependable person does.
   b. Unreliable person does.
   c. Honest person does.

9. When you lie you may:
   a. Fool the person to whom you are lying.
   b. Fool yourself.
   c. Not fool yourself.

10. You cannot lie to:
    a. Yourself.
    b. Other people.
    c. A lie-detector machine.

Source: Fudell and Peck, 1967, pp. 163-164.

HOW TO GET A RAISE

1. Do good work. How?

   When you start on a job the work is new to you. Your work may not be very good. As you work on the job for a longer time your work will improve. When you start on a job, trying hard to learn will help you do good work. After you have worked a while, you must do good work or you will be fired from the job. At first you may not even earn your salary.

2. Work Harder. Why?

   After a time you should be a better worker. When you have learned your job and are earning your salary, don't get lazy. If you only do your job the same way, that's not enough. You must keep working harder. Don't think that just doing your job makes you a better worker. You must keep working harder and produce more. Your boss will fire you if he/she cannot make any money from your work.

3. Do neat, clean work. How?

   Keep your working place clean. Don't let it get dirty. Keep the floor clean. Keep your tools put away. Clean your tools every day. Clean other places around the plant. When you finish a job, it should be clean and neat. Keep yourself clean and neat. People will respect you for your cleanliness and neatness. Shower every day. Don't be a smelly person. Do not waste material or money.

4. Keep improving your work. Produce more. How?

   When you start on a job you will be slow. You are still learning. After a month's time you should be producing more. After a year's time you should have learned still more. You should be producing even faster. If you don't produce more work, you will not get that raise. Your boss pays you for what you produce for the business. Many times a boss will not expect much at first. After a while he/she will expect more work from you. If you don't improve, he/she will fire you. He/she will not keep you if he/she cannot make any money from your work.

5. How can I produce more?

   Watch the older, better workers. See how they do the work. Try to do it their way. Learn well so you won't waste your time and work. They know a lot of shortcuts to do the job better. Ask them to show you how to use these shortcuts. Your boss will show you how to do the work. Listen carefully and follow directions. Ask smart questions when you are not sure. A good time to ask smart questions is at lunchtime. If you ask when everyone is working, they will waste their time answering your questions. At lunch you are on your own time and not on the boss' time. Try to work faster and better as you learn the job.

6. Study at night. How?

   If you cannot read, go to night school. Take home books from your job. If you cannot read, ask your family to read to you. You can always learn more about your job. The more you learn the better the worker you will be. It will help you produce more.

7. Finish your work completely. How?

   Make sure you know what to do. Then do it. Don't leave any work on your part of the job. A boss likes to see his/her workers do a finished, neat, clean job. Don't ever have any work left over. Finish it completely.

Source: Fudell and Peck, 1967, pp. 177-179.

50 WAYS TO KEEP/LOSE YOUR JOB

Lose 1. Poor attitude - does not care about his/her job.
Keep 1. Good attitude - cares for his/her job.

Lose 2. Careless worker - does things wrong.
Keep 2. Careful worker - does things right.

Lose 3. Only waits for payday - only wants his/her salary.
Keep 3. Interested in employer's business - wants business to succeed.

Lose 4. Makes same mistakes over and over - poor worker.
Keep 4. Learns each time - watches and listens.

Lose 5. Dishonest - steals time and material.
Keep 5. Honest - does not steal. Gives full time to work and never steals.

Lose 6. Has bad manners - acts stupid.
Keep 6. Has nice manners - has a good personality.

Lose 7. Not willing to work - lazy.
Keep 7. Willing to work - good worker and keeps busy.

Lose 8. Lazy - sits around and waits for directions.
Keep 8. Good worker - always busy and keeps working.

Lose 9. Does not get along - argues with fellow workers.
Keep 9. Gets along - helps fellow workers, is cooperative.

Lose 10. Will not take orders - does as he/she pleases.
Keep 10. Will take orders - follows directions.

Lose 11. Talks back - doesn't like to take orders.
Keep 11. Takes orders - listens and follows instructions.

Lose 12. Absent without good reasons - undependable.
Keep 12. Never absent - dependable.

Lose 13. Does not follow directions - does as he/she pleases.
Keep 13. Follows directions - does what he/she is told to do.

Lose 14. Undependable - one cannot count on him/her—unreliable.
Keep 14. Dependable - you can count on him/her—reliable.

Lose 15. Often late - misses work.
Keep 15. Never late - ready to work on time.

Lose 16. Hasn't learned enough - does not listen.
Keep 16. Has learned enough - listens carefully.

Lose 17. Does not finish job - always has some leftovers.
Keep 17. Finishes job -finishes completely.

Lose 18. Does the least he/she can - lazy.
Keep 18. Does the most he/she can - hard worker—does extras.

Lose 19. Uncooperative - does not help anyone.
Keep 19. Cooperative - helps everyone.

Lose 20. Starts fight - he/she makes people fight with him/her.
Keep 20. Is a good person - people like him/her. He/she gets along with everybody.

Lose 21. Is a drinker - drunk sometimes—not safe.
Keep 21. Does not drink - a good safe worker.

Lose 22. Dirty, smelly person - does not care for himself/herself.
Keep 22. Clean person - always looks nice and neat.

Lose 23. Won't change wrong ways - won't listen and follow directions.
Keep 23. Will change to right ways - listens and tries to do the right thing.

Lose 24. Does not pay his/her debts - owes everybody.
Keep 24. Does pay his/her debts - owes nobody - is honest.

Lose 25. A loud, noisy person - nobody respects him/her.
Keep 25. A nice, quiet person - everybody respects him/her.

Lose 26. Person who picks on people - he/she ridicules other people.
Keep 26. Person who tends to own business - nice, quiet person.

Lose 27. Poor personality - can't get along with anybody.
Keep 27. Good personality - gets along with everybody.

Lose 28. Quits jobs often - doesn't think much of his/her jobs.
Keep 28. Keeps job - respects his/her job.

Lose 29. Does not try hard - just does not care.
Keep 29. Tries his/her best - a hard worker.

Lose 30. Does not listen or remember - does his/her work wrong.
Keep 30. Listens and remembers - does his/her work right.

Lose 31. Wastes time and material - loses money and time for his/her boss.
Keep 31. Never wastes time and material - saves time and money for his/her boss.

Lose 32. Does not like his/her job - quits often.
Keep 32. Likes his/her job - keeps job.

Lose 33. Rests between work - likes to sit around.
Keep 33. Keeps working - keeps busy.

Lose 34. Never looks for work to do - sits around and cheats on his/her time.
Keep 34. Always finds more work - keeps working.

Lose 35. Is a poor student in school - has poor work habits.
Keep 35. Is a good student in school - has good work habits.

Lose 36. Never on time - keeps people waiting.
Keep 36. Always on time - keeps dates on time.

Lose 37. Never ready for work on time - comes late and other people have to do his work.
Keep 37. Always on time - keeps his dates on time.

Lose 38. Never works late to finish some work - not reliable.
Keep 38. Always works late when he/she needs to finish some work - very reliable.

Lose 39. Depends on his/her family to wake him/her - often late.
Keep 39. Wakes himself/herself - never late.

Lose 40. Often absent, never calls - other workers have to do his/her work.
Keep 40. Only absent for very important reasons - always calls, is reliable.

Lose 41. Lies to people - no one believes him/her.
Keep 41. Always tells the truth - everyone believes him/her.

Lose 42. Often steals or cheats - not reliable.
Keep 42. Never steals or cheats - very reliable.

Lose 43. Never keeps his/her word - no one believes him/her.
Keep 43. Always keeps his/her word - everybody believes him/her.

Lose 44. Did not pass a lie-detector test - cheats and steals.
Keep 44. Always passes a lie-detector test - honest.

Lose 45. Cheats on his/her time during lunch and breaks - dishonest.
Keep 45. Never cheats on his/her time during lunch and breaks - honest.

Lose 46. Steals tools and material - dishonest.
Keep 46. Never steals anything - honest.

Lose 47. Never tries to improve - doesn't care.
Keep 47. Tries to improve - he wants to succeed.

Lose 48. Doesn't produce more - he/she is a poor worker.
Keep 48. Produces more - he/she wants that raise in salary.

Lose 49. Doesn't care if he/she succeeds - will never be a success.
Keep 49. Wants to succeed - he/she will be a success.

Lose 50. Was not dependable and reliable when he/she went to school.
Keep 50. Was dependable and reliable when he/she went to school.

Source: Fudell and Peck, 1967, pp. 189-193.

TERMINATION OF EMPLOYMENT

SKILLS: State various ways of terminating employment

MATERIALS: None

PROCEDURES: Divide the class into four groups.

Each group is responsible for role playing one of the following:

- Being fired
- Being laid off
- Quitting
- Resigning

Discuss the pros and cons of each.

JOB COLLAGE

SKILLS: Identify jobs within the community

MATERIALS: Magazines
Paper
Scissors
Glue

PROCEDURES: List/name different types of jobs and how they help the community.

Divide the various jobs into categories such as construction, office, medical, agricultural, etc.

Have students search through magazines and cut out pictures of people performing different types of jobs.

Make a collage of all the pictures or make a different collage for each vocational area.

JOBS SUITABLE FOR ME

SKILLS: Identify own skills
Identify own job skill areas of interest

MATERIALS: None

PROCEDURES: Discuss or have students complete the following questions concerning their own job interests and abilities.

1. What are some of the things you do well?
2. What are some of your interests?
3. What kind of jobs do you think you might like to have?
4. Of the jobs listed below, which are realistic for you to consider at this time?
5. Who are some people who might help you find a job?

Barber/beautician
Classmates
Clergymen
Friend from a club
Friends in the neighborhood
Gas station attendants
Landlord
People from church
Relatives

JOBS THAT CREATE JOBS

SKILLS: Identify types of jobs

MATERIALS: Miscellaneous pictures (optional)

PROCEDURES: Hold up a picture, verbally identify or point to an item in the room.

Ask students to think of all the jobs that are associated with that item.

Example: **BOOK**

author to write the book
paper manufactures
printers to print the book
salesmen or women to sell the book
sawmills to cut the wood
tree farmer
truckers to haul the wood
truckers to take the book to bookstores
woodsman to cut the tree

Additional "jobs that create jobs":

clothing
coffee
frozen foods
furniture
houses
ice cream
milk
pizza

INTERACTING WITH CO-WORKERS

SKILLS: Demonstrate appropriate work habits while at work/school
Verbalize and/or demonstrate punctuality and good attendance while at work/school
Demonstrate appropriate interaction skills when completing a task/job

MATERIALS: None

PROCEDURES: Role play:
ways of terminating employment.
ways of quitting/resigning employment.
ways of being fired from employment.
ways of being laid off from employment.
appropriate interview techniques
procedures to follow when unable to get to work or when late.
procedure for calling in sick or requesting vacation.
how to handle a rude co-worker.
how to handle a grievance.
how to handle sexual advances.
a pleasant/unpleasant disposition.
a cooperative/uncooperative individual.
an individual in control of his/her emotions and one with his/her emotions out of control.
a friendly/unfriendly conversation.
proper behavior during breaks:
- Go to appropriate area
- Interact properly with co-workers
- Keep break area neat
- Leave at appropriate time
- Return to work promptly
- Speak at normal voice level

For role playing a break, students may need to be involved in a real work situation. Students then may be monitored during their break time.

HELP WANTED ABBREVIATIONS

SKILLS: Read the newspaper for information

MATERIALS: Paper
Pencil
Chalkboard

PROCEDURES: It is necessary to understand the following abbreviations in order to read the help wanted ads.

Present a few of the abbreviations at a time, discussing their meaning and helping students memorize them.

It may be helpful to place them on small cards and play a recognition game using a multi-purpose game board.

a.m.	= morning	temp .	= temporary
p.m.	= afternoon/evening	sal.	= salary
hrs.	= hours	exc.	= excellent
Mon.	= Monday	comm.	= commission
Tues.	= Tuesday	w/	= with
Wed.	= Wednesday	w/sales	= with sales
Thurs.	= Thursday	w/stds.	= with standards
Fri.	= Friday	pd.	= paid
wk.	= week	mfr.	= manufacturer
wkly.	= weekly	oppt.	= opportunity
mo.	= month	co.	= company
eves.	= evenings	mgr.	= manager
yr.	= year	exp.	= experience
mgmt.	= management	exp'd	= experienced
ass't	= assistant	dept.	= department
thru	= through	sts.	= streets
pref.	= preferred	equip.	= equipment
bldgs.	= buildings	lic.	= license
dntwn.	= downtown	appt.	= appointment
transp.	= transportation	nec.	= necessary
gen.	= general	perm .	= permanent
estab.	= established	avail.	= available

Source: Bender & Valletutti, 1982, p. 156.

PASSING OBJECTS IN ASSEMBLY LINE FASHION

SKILLS: Demonstrate assembly line process
Pass assembly line products quickly, carefully, and to next appropriate person in line

MATERIALS: Miscellaneous items found in the classroom:

- can goods
- cup of water
- eggs
- folded fabric
- fragile cupcake paper
- knife
- orange or ball
- scissors
- small waste basket
- stack of plates or sponges

PROCEDURES: Students pass objects in "hot potato" fashion, from left to right or to the next table.

A timer may be set. When the bell rings, the person holding the object is out.

Objects may change in the middle of the game if desired.

Periodically, stop the activity and discuss methods that increase or decrease assembly line speed.

Game is played until one player remains.

PRODUCTION OF GOODS

SKILLS: Verbalize reasons why people work
Verbalize differences between producing and consuming
Verbalize purpose of dividing job responsibilities

MATERIALS: None

PROCEDURES: Discuss why people work.

Ask students to define producer and consumer. Make students aware that some goods are consumed over a long period of time (houses, cars, etc.) while other items are consumed quickly (food, paper products, etc.). Students may want to look through old magazines and cut out pictures of durable and less durable goods. Discuss which type of goods are more expensive and why.

Ask students to describe how household chores are divided at their home. Determine why the work is divided, if it is appropriate, and other ways in which the workload could be distributed. Compare this procedure with a business and the division of work responsibility.

USING A PRICING GUN

SKILLS: Demonstrate the procedure for using a pricing gun, similar to those found in a grocery store or retail store

MATERIALS: Pricing gun

PROCEDURES: The following is a task analysis that describes how to set a pricing gun for the correct price and label merchandise.

1. Hold the gun in the non-dominant hand.
2. Look at the rubber numbers, on the top of the gun and turn the small knob, that changes the numbers, with the dominant hand (the numbers will turn forwards or backwards).
3. Find the cost of the item to be marked. The cost is located on the box.
4. Turn the knob on the pricing gun to match the price.
5. Squeeze the handle of the gun hard and rapidly to print a price sticker.
6. Wipe the nose of the pricing gun on the carton to check the accuracy of the sticker price with the price written on the box.
7. If the price is correct, squeeze the handle to print another sticker.
8. Wipe the nose of the gun on the item to be marked in the area where it belongs.
9. Repeat step number 8 until the entire carton has been priced.

ARE YOU READY FOR A JOB

SKILLS: Identify your individual job skills

MATERIALS: Questions written on index cards and chosen by student

PROCEDURES: Discuss the following questions with students. Ask them to give examples in each area and tell why each is important in a work situation.

Are you a serious person?
Are you on time?
Do you get along with other people?
Are you trustworthy?
Can you handle responsibility?
Are you cheerful?
Do you do more than your share?
Are you eager to learn?
Can you follow directions?
Do you have a sense of humor?
Can you take criticism?
Are you finishing school?
Do you respect other people and their property?
Will you continue to learn?
Do you complete assignments?
Will you take advice?
Do you help others?
Do you really want to work?
Will you give up some personal time for a job?
Are you ready for a job?

JOB READINESS ACTIVITIES

The following activities teach job readiness skills. While learning the specific task, students will also be learning the following skills:

Attend a novel task for _____ minutes
Attend to a familiar task for _____ minutes
Complete a _____-minute task with(out) supervision
Initiate a task for _____ minutes
Start task at assigned time
Start task with a prompt
Work in small groups for up to _____ minutes

SORTING AND MATCHING ACTIVITIES

Silverware:

1. Sort silverware; place in sectioned silverware tray.
2. Sort plastic silverware by defective items.
3. Sort silverware by shape of outline.

Hardware:

1. Sort nails and screws by size.
2. Sort nuts, bolts and washers by outline.
3. Sort defective hardware (bent or broken).
4. Sort a specific amount of hardware (Students who are unable to count can learn the one-to-one correspondence by placing the objects on a number line or matching them to pictures of the item).
5. Match the appropriate type of screwdriver or hammer to the appropriate type of screw or nail.

Office Supplies:

1. Sort a variety of supplies into piles: envelopes, folders, pencils, rubber bands or paper.
2. Sort office supplies by defective items: broken rubber bands, bent paper clips, torn paper, etc.
3. Attach the picture of an object to a box. Ask students to place the office supplies into the boxes according to the picture, or attach the actual item to the card, rather than its picture.
4. Match a pattern of office supplies taped on a card.
5. File cards behind corresponding colored tabs (Code 3 x 5 cards with tape and markers).
6. File cards behind corresponding designed tabs (---, **, ___) drawn with a marker.
7. File cards behind corresponding tabs, labeled by month.

Containers:

1. Sort can goods by content or company.
2. Match jar lids to the appropriate size jar.

Miscellaneous:

1. Match a pattern of objects aligned left to right.
2. Sort clean and dirty objects.
3. Sort dangerous and non-dangerous objects or signs.
4. Sort socks.
5. Sort jewelry (necklace, bracelet, pins, earrings).
6. Sort letters or numbers.
7. Sort keys according to shapes or color.
8. Sort small objects using tweezers.
9. Sort coupons according to value or category.
10. Sort envelopes coded by a name, number, color or shape, placing them in mailboxes (liquor box with dividers).

ASSEMBLY AND DISASSEMBLY ACTIVITIES

1. Untwist nuts from bolts.
2. Screw and unscrew bolts, washers and nuts into a bolt board.
3. Place lids on jars and remove.
4. Remove and place bottles or cans in cartons.
5. Twist and untwist nesting kegs.
6. Staple an item and then remove the staple.
7. Empty and fill containers (water, rice, beans).
8. Remove and place pegs in boards.
9. Remove and place cards on a string.
10. Remove and place cards in letter holders.
11. Latch and unlatch a variety of locks on a lock board.
12. Assemble and disassemble kitchen utensils.
13. Assemble and disassemble ball point pens.
14. Assemble and disassemble flashlights.
15. Assemble and disassemble shower heads.
16. Assemble and disassemble sprinklers.

ASSEMBLY LINE TASKS

1. Fold paper in half, staple, label or stamp.
2. Fold paper in thirds, staple, label or stamp.
3. Fold paper, insert in envelope, seal and place in basket.
4. Place paper in clasp-type envelope, separate clasp, fold flap and press clasp until flat.
5. Stack, straighten and paper clip file cards, and then place in bin.
6. Collate paper, hole punch and place in rings.
7. Roll newspaper and band.
8. Tear off stamp, wet on roller or sponge, place on envelope, place in container.
9. Place objects in plastic egg carton half, and then close.

10. Place object in nesting cups and twist to close.
11. Place 12 objects in an egg carton, and then dump the objects in a package.
12. Place items (office supplies, hardware) in a bag and close with a twist tie. Practice skill by twisting the twist tie on a pencil.
13. Wrap a package (use comic section of newspaper for inexpensive wrapping paper).
14. Stack coins and wrap in coin wrapper.

SPATIAL RELATIONSHIP ACTIVITIES

1. Stamp name and address on personal belongings, envelopes, etc.
2. Open and close bottles with twist-off caps.
3. Insert and remove corks from bottles.
4. Place books on shelves.
5. Empty small trash cans into one large container.
6. Stack spools in sewing containers.
7. Fill paper towel dispensers.
8. Insert nails/screws into board.
9. Place cans in sectioned containers.
10. Affix price tags by wrapping the string around a dowel rod and inserting the paper portion of the tag through the string loop.
11. Practice folding paper in half by folding each individual page of a magazine. The binding provides a good visual and tactile cue for folding the paper evenly.

LEFT TO RIGHT PROGRESSION ACTIVITIES

1. Remove clothespins from a line, from left to right, and place them in a container.
2. Place plastic eggs or other items in an egg carton moving from left to right.
3. Stamp within a boxed area on a paper, moving from left to right.
4. Place rings on cones moving from left to right.
5. Draw line from left to right (more advanced students may use a ruler).

HOW NUMBERS ARE USED

SKILLS: Identify numbers ____ through ____, presented in random order

MATERIALS: Felt tip pen
Newspaper

PROCEDURES: Discuss how numbers are used in everyday situations. Write uses on the chalkboard. For example:
- ages
- classroom doors
- cost of items
- heights
- houses
- license plates

Give each student a page from the newspaper. Ask him/her to go through and mark every number, in either numeral or word form, that he/she finds.

Source: S.R.A.: Arithmetic Skills, n.d., p. 3.4.2.1.

DEAL THE DECK

SKILLS: Multiply basic facts
(Other math skills may be substituted)
Participate cooperatively in an organized game
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Cards with mathematics problems (Students may make their own cards)
Corresponding answers on different cards

4 x 8	32

PROCEDURES: Deal four to eight cards to each student.

Students then take turns drawing from each other's hands, trying to match multiplication problems and to correct answers.

Students place the matched cards on the table in front of them.

The first student to match all of his/her cards is the winner.

MATH BINGO

SKILLS:
Complete basic addition facts
Complete basic subtraction facts
Complete basic multiplication facts
Complete basic division facts
Recognize number words (see variations)

MATERIALS:
Bingo cards (refer to Appendix) with answers written on each square.
Fact cards with a single math problem (optional)
Game markers

PROCEDURES:
Play the game as one would play regular Bingo, calling out problems or holding up the card for a visual cue.

Winners receive points, to be totaled at end of game period, or small prizes.

VARIATIONS:
Students may make their own Bingo cards, writing the numbers themselves or cutting them out of newspapers or magazines.

Number words, such as "twenty-seven", may also be written in each space, in order to practice number-word recognition. The Bingo caller holds up the numeral 27, and students must find it on their cards.

Fractions, or other words or numbers, may be put inside the Bingo squares if additional practice is needed.

Source: FDLRS/ALPHA, n.d., p. 6.

COMPUTATION WITH PLAYING CARDS

SKILLS: Add two one-digit numbers
Subtract one-digit numbers
Complete one-digit column addition, sums below 18 (optional)
Verbalize basic multiplication facts (optional)

MATERIALS: Process sign card. (Prepare ten cards with the minus sign and ten cards with the plus sign. Include the multiplication sign, if desired.)

Deck of playing cards.

PROCEDURES: Place a deck of playing cards in the center of the table. Remove all face cards and jokers. The ace is counted as one.

Place a stack of process cards beside the playing cards.

The first player takes two playing cards and one process card. The student adds, subtracts or multiplies the numbers according to the process sign he/she receives. Correctly calculated cards are placed in front of the student.

More advanced students may take three to five cards and work the problem.

The game continues in this manner until all playing cards have been used. The student with the most cards wins.

VARIATION: A circle spinner may be made with tagboard and a brad fastened in the center. The process signs may be written on the tagboard circle.

Source: Wedemeyer and Cejka, n.d., p. 109.

MONEY GAME

SKILLS:
Count pennies to ____
Count nickels to ____
Count dimes to ____
Count quarters to ____
Count combinations of two coins
Count combinations of three coins

MATERIALS:
Dice
Game board
Play money

PROCEDURES: Place a group of coins/currency in a box in a central location, or give each student a group of coins.

Students take turns rolling the dice and proceeding around the game board.

Students must show the coins that equal the amount of money on which they land. If the student is correct, he/she may remain in that position. If wrong, he/she returns to his/her original position.

Suggestion: Laminate the money board before writing in the monetary amounts. This will allow teachers to change money values according to the needs of the students.

Source: SEIMS: Learning Skills, 1977, p. 36 36.01.

MONEY STAMPS

SKILLS:
Count pennies to ____
Count nickels to ____
Count dimes to ____
Count quarters to ____
Count combinations of two coins
Count combinations of three coins

MATERIALS:
Money stamps
Paper

PROCEDURES: Write the numerical representation of a certain amount of money on the chalkboard or on paper.

Students must then "stamp" coins to match the given amount.

This activity may be easily adapted to many different levels.

Money stamps are available at FDLRS.

COUNTING MONEY

SKILLS: Read money values
Count combinations of two coins
Count combinations of three coins
Count combinations of four coins
Count one, five, ten dollar bills

MATERIALS: Play money
Individual cards with the picture of an item to be purchased and its price. (Students may make the cards using catalogs.)

PROCEDURES: Give each student an item card and money.

Each student silently reads the price of the item, and then counts out the exact amount of money to pay for it.

Students may exchange item cards and money to check each other's work, or individually count out money while the other students listen.

VARIATION: Choose the currency one would give the clerk to pay for the item.

Example: The item costs $3.89. How much money should one give the cashier?

PROBLEM SOLVING WITH COUPONS

SKILLS: Read money values
Solve real world problems using addition
Solve real world problems using subtraction

MATERIALS: Coupons
Paper
Pencil

PROCEDURES: Give each student a coupon.

Students take turns telling story problems involving the money value of their coupons. The other students determine the answer (use pencil and paper, if necessary).

> Example: I went to the store to buy some soap. It cost 89 cents. I had a coupon for 22 cents. How much did the soap cost?

Encourage students to increase the complexity of the word problems.

COUPON VALUES

SKILLS:
Read money values
Count pennies
Count nickels
Count dimes
Count quarters
Count combinations of two coins
Count combinations of three coins
Match coins to written symbols

MATERIALS:
Miscellaneous coupons
Money

PROCEDURES: Give each student a group of coupons and money.

Students silently read the money value and place that amount of money on the coupon.

The teacher calls for all 35 cent coupons, collecting the coupon and checking for proper coin combinations.

VARIATION: Students may compare coupon amounts, determining "more" and "less".

THE PRICE IS RIGHT

SKILLS:
Identify money symbols
Read price signs
Identify realistic price ranges
Write money symbols

MATERIALS:
Miscellaneous items cut from merchandise catalog (laminate)
Paper
Pencil

PROCEDURES: Choose one item and let all students see it.

Each student estimates the cost of the item and writes it down.

The correct price is given. Students compare their estimate to determine if their guess was realistic.

VARIATIONS: The student with the closest estimate wins a point ... most points wins.

COUPON SORT

SKILLS: Match identical symbols or shapes
Follow one- and two-step directions

MATERIALS: Coupons
Sorting boxes labeled with monetary amounts (shoe boxes are great)

PROCEDURES: Give student a group of coupons and sorting boxes.

Ask the student to match the value on the coupon with the value on the box.

MONEY BINGO

SKILLS: Count pennies to ____
Count nickels to ____
Count dimes to ____
Count quarters to ____
Count combinations of two coins
Count combinations of three coins

MATERIALS: Bingo boards (refer to Appendix)
Bingo cards/coin stamps
Bingo markers

PROCEDURES: Write numerical monetary values in each space on the Bingo boards.

Make Bingo cards, using money stamps, which correlate with the various amounts written on the Bingo boards.

Proceed like a regular Bingo game.

Place the money-stamped cards face down in front of the caller. The caller draws the top card and shows it to the students. The players cover the matching numerical amount on their Bingo card.

A row filled with markers wins.

VARIATION: Stamp the blank Bingo cards with the money stamps. The caller then simply calls out an amount of money, and students try to find it on their cards.

Money stamps are available at Florida Diagnostics Learning Resource Services.

Source: FDLRS/East, 1978, p. 54.

ENOUGH MONEY

SKILLS; Pay for items with enough money to cover cost

MATERIALS:
Catalog/newspaper
Glue (optional)
Scissors

PROCEDURES: Ask students to look through newspapers or catalogs and locate one item they might wish to buy.

Ask them to either cut out the items with prices and paste them on paper; or write the names of the items with prices on paper.

Beside each item, write the amount of money that one could give the cashier to pay for the item. The teacher may want to specify from what currency the students may choose.

Ask the students to locate 10-15 different items, identifying the currency that should be given to the cashier.

SHOPPING

SKILLS:
Identify money symbols
Read price signs
Add prices (total more than $1.00)
Subtract prices (differences more than $1.00)
Solve real world problems using addition
Solve real world problems using subtraction
Use the calculator to solve real world problems

MATERIALS:
Calculator
Miscellaneous catalogs
Paper
Pencil

PROCEDURES; Assign the student a specific amount of money (vary amount according to skill level of student and general price range of catalog).

Ask the student to "buy" whatever items he/she desires, as long as he/she does not spend more money than given.

Ask the student to write down the name of the items as well as the prices.

More advanced students may also be required to figure tax.

SAVING MONEY

SKILLS: State purpose of a savings account
State and define services provided by financial institutions that help individuals save money

MATERIALS: Chalkboard

PROCEDURES: Write a list of reasons for saving money on the chalkboard. The list may include: education
illness
new car
new clothes
new shoes
new stereo
vacation

Do not tell the students what the list represents, but ask them to try and guess why the list was written.

After the students have identified that there are "reasons to save," ask them to add additional reasons to the list.

Discuss possible ways to save money. The list may include:
Christmas club
savings account
savings bonds
vacation club

Give the students (if appropriate) the application forms for the various savings plans or other forms needed to complete savings transactions. The forms may include: depositing money
opening a Christmas Club account
opening a savings account
withdrawing savings

Source: S.R.A: Arithmetic Skills, n.d., p. 7.6.3.1.

INCOME OR EXPENSE

SKILLS: List personal monthly expenses
Determine income

MATERIALS: Paper
Pencil

PROCEDURES: Discuss the concepts of income and expenses. Prepare a two column chart, listing income and expenses at the top of the columns.

Prepare cards which suggest a variety of income and expense possibilities (see examples below).

Ask students to listen or read the information on the card and determine if it is an expense or an income. Write it on the chart under the appropriate column.

Examples:
My sister gave me $5.00.
I spent 35 cents on cheese curls.
I spent 50 cents on a Diet Coke.
I found 25 cents on the street.
My check for $250 came from Social Security.
My uncle sent me $20 for Christmas.
I bought my sister a birthday present for $10.50.
I needed a pack of pencils and bought some at K-Mart for 79 cents.
I finally found a new stereo I liked. I bought it for $279.
I spent 50 cents to get into the park to swim.

Ask the students to stop periodically and total the expense and income columns. Ask them to determine if they are "in debt" or can afford do "go shopping." Emphasize the need for a balanced budget.

Source: S.R.A.: Home Skills, n.d., p. 7.6.4.2.

SAVE OR SPEND

SKILLS: State purpose of a savings account
State meaning of budget

MATERIALS: Play money
Pictures of miscellaneous items with prices

PROCEDURES: Give each student an equal amount of money.

Explain that there will be pictures of things to buy (some should be priced above the allowance each student received).

Discuss spending and saving. Ask students if they have ever saved their money to buy something special. Discuss ways to save, both in a bank or at home, and which is safer.

Hold up the picture of an object. Let students determine who wants to buy the item and who wants to save their money for another purchase.

Students should actually give up the designated amount of money when they "purchase" the item.

Periodically "pay" students an additional amount of money to allow students to save for more expensive purchases.

VARIATION: Present several pictures at the same time and let the students go on a shopping spree.

Source: S.R.A.: Home Skills, n.d., p. 7.6.

INCOME AND EXPENDITURES

SKILLS; Identify income
Identify monthly expenses

MATERIALS: Teacher or student-made worksheet
Bills or receipts (teacher-made or actual bills)

PROCEDURES: Give each student a worksheet showing columns for different kinds of expenses and a column for income (see example).

INCOME	EXPENDITURES			
	food	utilities	telephone	credit cards

Then give each student an envelope of receipts and bills (actual bills or receipts are best).

Ask students to write the expenditure or income in the proper column.

Expenditure columns may be totaled and compared with the income amount.

Source: S.R.A.: Home Skills, n.d., p. 7.6.4.3.

BUDGETING TERMINOLOGY

SKILLS: State the meaning of budget
State the meaning of income, spending and saving

MATERIALS: None

PROCEDURES: Discuss the terms income, spending, saving, and budgeting. Ask students to give examples in each area, or give students examples and ask them to identify in which area each example belongs.

Income: Mary (guardian) gives me $10 every week to spend on whatever I want.
I receive my Social Security check each month for $250.
I get $5 a week sorting envelopes.

Spending: I like to buy pretzels and coke every day after class.
I like to go out and eat at a fast-food restaurant every Friday night.
I must pay $100 every month for room and board.

Savings: I need a new shirt, so I am saving $2 every week for it.
I didn't buy French fries at the fast-food restaurant because I wanted to get a milkshake.
My shoes are getting old and will soon have holes in them.
The new shoes I want cost $20.
I need to save $5 for the next four weeks.

Budgeting: I get $5 every week for snacks at school. I need to spend only $1 each day so I may have a snack on Friday.

My winter coat is old and ugly. If I save $10 each month, I will be able to get one on sale at the end of the winter season.

Source: S.R.A.: Home Skills, n.d., p. 7.6.4.1.

CONSERVATION CAN HELP YOUR BUDGET

SKILLS: State meaning of budget
State meaning of conservation

MATERIALS; None

PROCEDURES: Get permission for one faucet in the room or restroom to drip into a bucket (Make a big sign that says, "Let me drip," if necessary).

Measure and note how much water collects. Later, use the water to water plants, wash out art brushes, etc., but do not waste it.

Use this activity as a springboard for a discussion on conservation and lower utility bills.

Discuss the cost of the heating and air-conditioning and ways to save both money and energy.

Encourage students to watch the newspaper and television for news about the price of utilities, shortages and the economical use of utilities.

Source: S.R.A.: Home Skills, n.d., 7.6.2.4.

INSURANCE

SKILLS; Demonstrate an understanding of guarantees, warranties and the right to redress

Distinguish between legitimate and fraudulent telephone/personal solicitations

MATERIALS: None

PROCEDURES: Lead a group discussion asking the following questions:

What is insurance?
What kinds of insurance are there?
Why do people need insurance?
What are some of the problems with buying insurance?
Who does one talk to about insurance policies?

List some of the sources available to help with insurance needs of individuals: Florida Association of Retarded Citizens
Insurance agents (talk to several)
Local Legal Aid Society

Discuss how each of the above sources may help with insurance.

Florida Association of Retarded Citizens - provides counseling.
Insurance agent - individual trying to sell a policy (Be sure students realize they do not have to buy a policy if they talk with an agent).
Legal Aid Society - individuals that may help with problems concerning the policy.

Locate a variety of insurance forms and require students to complete the forms.

A guest speaker (insurance salesman) would be appropriate for some students.

READ AND INTERPRET HOUSEHOLD BILLS

SKILLS; Identify, define and locate terms on common household bills
Complete a blank check

MATERIALS: Actual household bills:
- credit cards
- garbage collection
- telephone
- utilities

PROCEDURES: Make multiple copies of old household bills, or give each student a different bill. If desired, create a transparency from several bills (It may be easier to teach larger groups, if all students can see the same bill).

Discuss the information that is shown on each bill and how to interpret it. For example:
- Who sent the bill?
- When is it due?
- How much money is due?
- Can the services be verified?
- Who should one make the check out to?
- Is there an account number?

If appropriate, ask students to actually write out a check, enter amount in the check register, subtract the balance, etc.

HOME SKILLS/OCCUPANCY

PROCEDURES: The following suggestions might be appropriate for use in a discussion concerning the procedures and responsibilities for renting an apartment.

1. Basic procedures in renting:
   a. Find a place to rent
   b. Calculate expenses
   c. Compare with other places
   d. Sign a lease or give a verbal agreement about the amount of rent and time of rental
   e. Pay a deposit
   f. Turn on utilities
   g. Move in
   h. Give 30 days notice before moving out

2. Discuss, in detail, the things which influence the choice of a place to live. These might include:
   a. Location in relation to job
   b. Location in relation to schools
   c. Location in relation to shopping areas
   d. Number of people living together
   e. Amount of money one can afford to spend
   f. Cleanliness of the prospective living quarters
   g. Absence of bugs
   h. Likes and dislikes

3. Legal responsibilities
   Renter:
   a. Is responsible for damages
   b. Must pay rent on time
   c. Must give 30 days notice before moving
   d. Follow restrictions such as "no animals"
   e. May withhold rent until problem is repaired, if damage is reported

   Landlord:
   a. Is responsible for repair work
   b. Must give 30 days notice, if increasing rent or if asking renter to leave

4. Utilities
   a. Call local utilities to determine the exact procedure for beginning service, stopping service and billing. Most require individuals to personally visit the utility office, pay a deposit and give the proper address for beginning service. Most bills are received on a monthly basis.

b. Emphasize that bills must be paid or service will be turned off and that the company must be notified if the user wants the service terminated.
c. Role play situations in which a person goes to a utility company to ask for service to be installed.
d. Look at bills from utility companies. Determine how to read parts of the bill, find the due date, the total amount due, and the name and address of where payment is to be sent.
e. Discuss why one should pay by check and where bills may be paid.

5. Discuss the cost of various living situations. Consider the following:
   a. Living with parents - money for room and board to parents, food, transportation.
   b. Furnished apartment - rent, utilities, phone, food, transportation, initial expense of kitchen supplies, and household linens.
   c. Unfurnished apartment - rent, utilities, phone, food, transportation, initial expense of household linens and kitchen supplies, initial expense of furniture (or monthly payments, if purchased on credit).

Source: S.R.A.: Home Skills, n.d., pp. 7.6 and 7.8.

CREDIT CARDS: GOOD OR BAD

SKILLS;: State purpose of credit
State dangers of credit buying

MATERIALS: Chalkboard or chart paper

PROCEDURES: Discuss the definition of buying on credit or charging.

Ask students to list advantages and disadvantages of credit cards.

Advantages: Good for an emergency, if one does not have the money.
Spreads out payments of an expensive item.

Disadvantages:
One may spend more than one realizes.
One may spend money for everyday expenses and not have enough for bills.
The interest costs one extra money.
It discourages shopping around.
It will get one into trouble if one does not pay one's bills on time.

List different types of commonly used credit cards.

Discuss what might happen if one does not pay bills on time:
Lose the item or service purchased
Get a bad credit rating
Have to pay a late charge
May be taken to court

Source: S.R.A.: Home Skills, n.d., p. 7.6.3.4.

CALENDAR QUESTIONS

SKILLS:

Identify a day, week and month on a calendar
Identify the weekdays and weekends on a calendar
Identify seasons of the year
Identify number of days in a week, weeks in a month and months in a year
Write the days of the week
State/write months of the year in sequential order
Identify/read months of the year
Identify the present day of the week
Identify the present month
Identify the present number of the day
Identify the present year
Write the current date using a calendar
Write the current date using numbers to represent the month
Identify today and tomorrow
Locate holidays on a calendar

MATERIALS:

Current 12-month calendar
Small cards for questions (optional)
Paper and pencil (optional)
Calendar questions

PROCEDURES: Give each student a current 12-month calendar and questions concerning its use.

VARIATION: Attach a calendar to a folder. Write questions on small cards. Students read and write the answers as an individual assignment.

Prepare questions on cards. Students may take turns answering in order to move around a game board.

Students may create their own questions and give to other students.

Directions: Look at a calendar and answer the following questions:

1. What are the names of the weekends?
2. What are the numbers included in any one week in the month of January?
3. What are the names of the weekend days?
4. What are the numbers included in the first weekend in February?
5. What is the name of one month?
6. How many days are in a week?
7. How many days are in most months?

8. How many weeks are in the month of March?
9. How many weeks are in the month of February?
10. How many days are in the month of November?
11. What is the first month of the year?
12. What month comes after February?
13. What month comes after July?
14. What month comes after October?
15. Looking at the calendar, state or write the months of the year.
16. Close the calendar and write the months of the year.
17. What is the name of today?
18. What is the number of today?
19. What is the current month?
20. Say or write the entire date, including the month, day and year.
21. Say or write the entire date, using a number to represent the month.
22. What day of the week is September 9, 19____?
23. What day of the week is June 30, 19____?
24. What day of the week is 11/15/____?
25. If today is Monday, what day is tomorrow?
26. If today is Saturday, what was yesterday?
27. What is the date of Christmas?
28. What is the date of Thanksgiving?
29. What is the date of New Year's Day?

IS IT TIME?

SKILLS: Solve problems involving the addition of time
Demonstrate appropriate behavior for winning and losing

MATERIALS: Multi-purpose game board and question cards (see examples below)

PROCEDURES: Students determine who will go first, roll dice, then answer questions in order to move around the game board or discuss as a group instead of playing a game.

Examples:

It is 1:00 p.m. You must turn on the oven in one hour. What time will it be?
It is 7:30 a.m. Your dentist appointment is in one hour and 15 minutes. When is your appointment?
It is 12:00 p.m. Your lunch period begins in 15 minutes. what time will it be?
It is 6:30 p.m. The movie begins at 7:15 p.m. How long must you wait?
It is 11:00 a.m. Your friend invited you to a party that begins at 2:30 p.m. How long until the party?
It is 9:30 p.m. The late movie starts at 10:20 p.m. How long must you wait?
It is 1:15 p.m. The neighbor says you may use her pool for one hour. What time must you leave?
It is 12:00 p.m. You are meeting a friend for lunch in 25 minutes. What time will it be?
It is 6:00 a.m. You must be at work at 7:30 a.m. How much time until you must be at work?
It is 8:00 a.m. Your doctor appointment is for 10:00 a.m. How long must you wait?
It is 1:15 p.m. The pizza must cook for 45 minutes. When should you take it out of the oven?

CLOCK BINGO

SKILLS: Tell/read the time on the hour
Tell/read the time on the half hour
Tell/read the time to the quarter hour
Tell/read the time to the five minute interval
Tell/read time to the minute

MATERIALS: Bingo chips
Clock stamp (available at FDLRS)
Paper

PROCEDURES: Stamp or draw clock faces (without the hands) in rows, resembling a Bingo card. Make multiple copies of this sheet.

Fill in the hands of the clocks at varying times on each sheet.

Play the game as you would Bingo. Call out a specific time and let students try to find it on their clock Bingo card.

Source: FDLRS/East: Vol. #1, 1977, p. 75.

TEMPERATURE RANGES

SKILLS: Identify purpose of a temperature scale
Identify different temperature ranges

MATERIALS: Multiple copies of a blank thermometer marked by 10's (see Appendix)

PROCEDURES: Ask students to fill in the temperatures by 10's, if possible.

Discuss ranges of temperatures. Where are the cold, cool, warm and hot temperatures?

Ask students to color in the thermometer, coloring the coldest temperatures dark blue, cool temperatures light blue, warm temperatures pink and hot temperatures red.

Permit students to disagree on their definition of cool and cold or warm and hot. Everyone reacts to temperatures differently.

WHAT IS THE TEMPERATURE?

SKILLS: Read the temperature using a Fahrenheit scale

MATERIALS: Individual paper thermometers (laminated) with varying temperatures (Refer to Appendix)
Multi-purpose game board and markers (optional)

PROCEDURES: Ask students to choose a thermometer and read the temperature.

If using a game board, students will move around the spaces if responses are correct.

VARIATIONS: Ask students what type of clothes would be appropriate for the temperature. Provide picture of clothing, if necessary.

Give students the temperature scales and ask them to mark a given temperature.

MEASUREMENT EQUIVALENTS

SKILLS: Identify time equivalents

60 seconds	= 1 minute
60 minutes	= 1 hour
30 minutes	= 1/2 hour
24 hours	= 1 day
7 days	= 1 week
12 months	= 1 year

Identify the number of inches and feet in a ruler
Identify the number of inches and feet in a yardstick
Identify equivalent quantities

8 ounces	= 1 cup
4 ounces	= 1/2 cup
3 teaspoons	= 1 tablespoon
2 cups	= 1 pint
4 cups	= 1 quart
2 pints	= 1 quart
4 quarts	= 1 gallon
2 half teaspoons	= 1 teaspoon
12 items	= 1 dozen

MATERIALS: Multi-purpose game board

Dice and game markers

Equivalent cards - refer to above lists. (Write one-half of the equivalent, allowing a blank space for the answer.)

Master answer card listing all equivalents

PROCEDURES: Using a multi-purpose game board, students choose markers and determine who will go first.

Appoint one student to act as game umpire. Provide that student with the master equivalent card providing all answers.

The first player roles the dice, answers an equivalent card, and then moves his/her marker if correct.

Winner is first person to reach home.

MEASURING

SKILLS:
Identify a ruler and state its purpose
Measure with a ruler to the nearest inch
Identify a yardstick and state its purpose
Measure with a yardstick to the nearest yard
NOTE: More advanced skills can be introduced according to the student's skill level.

MATERIALS:
Measurement tools (folding ruler, metal tape measure, yardstick)
Miscellaneous objects to measure
Yarn/scissors (for construction of octopus)

PROCEDURES: **INTRODUCTION**
Display measurement tools.

Name different objects and ask students to determine which tool would be easiest or most appropriate to use.

Encourage students to measure objects in the room such as books, tables, windows, etc.

OCTOPUS MEASUREMENT PROJECT
Students measure and cut yarn into one-yard strands. Approximately 36 strands will make a nice size octopus. The length of the strands may vary for each octopus in order to teach additional measurement skills.

Gather all of the strands in the middle and tie into a ball, for the head.

The strands hanging from the "ball" are then divided into eight equal parts. Braid each of the sections to make a leg.

Source: S.R.A.: Arithmetic Skills, n.d., p. 3.4.6.2 and 3.5.2.1.

UNDERSTANDING THE CONCEPT OF ONE-HALF

SKILLS: Identify fractional parts

MATERIALS: Food that may be easily cut into parts (apple, candy bar, orange, slice of bread)
Paring knife/table knife

PROCEDURES: Discuss and demonstrate how to cut something into two equal parts.

Let students cut food into halves (a loaf of bread is inexpensive and goes far!). Students may compare foods to be sure each one is cut in half.

More advanced students may proceed to learn small fractional parts in the same manner.

Source: S.R.A.: Arithmetic Skills, n.d., p. 3.2.4.1.

CHECK AND BE SURE

SKILLS: Capitalize the appropriate words in a sentence
Identify and use periods after declarative sentences
Identify and use question marks after interrogative sentences
Correctly spell words
Identify phrases in which the subject and verb tense agree

MATERIALS: Checklist

PROCEDURES: Provide student with a checklist for each written assignment (see example below).

Demonstrate procedure for checking his/her own work.

Have students check work, sign and staple to written work before turning in assignment.

Assignment Checklist

- ☐ Capital Letters
- ☐ End Punctuation
- ☐ Spelling
- ☐ Sentence Structure
- ☐ Margins

I checked and reviewed this assignment.

_____
Name

Source: SEIMS: Learning Skills, 1977, p. 28.01.

GREETING CARDS

SKILLS: Identify card categories
Choose the appropriate greeting card for the occasion

MATERIALS: Variety of greeting cards:
- Anniversary
- Birthday
- Christmas
- Get Well
- Graduation
- Juvenile
- New Baby
- Relative
- Studio
- Sympathy
- Thank You

PROCEDURES: Discuss the types of greeting cards available at a card shop. Show examples and read the messages (set up a display unit, if possible).

Name an occasion and ask the student to choose the appropriate type of card.

Take a field trip to a card store and ask students to locate and purchase cards for a specific occasion.

BASEBALL GAME

SKILLS: Spell new words, or
Identify new words

MATERIALS: Game board with baseball diamond (Drawn boxes for score-keeping may be drawn on file folder and laminated for convenient storage)

Baseballs with spelling or sight word vocabulary written on them.

PROCEDURES: Divide the class into two teams, selecting a scorekeeper and umpire (Teacher may choose to be the umpire).

The pitcher on team one pronounces a word. The first player up to bat on team two must spell the word.

If the batter spells the word, he/she moves to first base. If the word is spelled incorrectly, the umpire calls "strike".

Baseballs move around the diamond as more students land on bases.

Three strikes, and the team is out.

VARIATION: The pitcher hands the batter a word and he/she must pronounce it.

Source: FDLRS/ALPHA, n.d., p. 35.

SIGHT WORD POKER

SKILL: Identify:
- Dolch words
- Kucera-Francis words
- Safety words
- Travel words
- Service words
- Time words
- Personal words

Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Sight word vocabulary words
Poker chips

PROCEDURES: Write each vocabulary word on a card.

Teacher acts as dealer or assigns dealer who must know all the words.

Distribute five chips each to five or fewer players.

Dealer flashes a card to the first player on his/her right.

Player reads the word or phrase.

Dealer has three options:

1. Correct response - dealer rewards player with one chip
2. Incorrect response - player pays one chip to dealer
3. Player passes - no penalty

Limit time to 20 minutes, the completion of vocabulary cards or the elimination of chips.

Winner is the player with the most chips at the end of the game.

Source: SEIMS: Learning Skills, 1977, p. 34 37.27 06.

WORD BINGO

SKILLS: Identify:
- Vocabulary words
- Safety, personal and time
- Service words
- Travel words
- Dolch words
- Kucera-Francis words
- Banking terms
- Employment terms

Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Blank Bingo cards prepared with appropriate word list
Markers
Word cards, or word lists on which one may mark as the words are called

PROCEDURES: Play the game like regular Bingo by calling out vocabulary words or their definitions.

SIGHT WORD CHECKERBOARD

SKILLS: Identify: Vocabulary words:
Safety, personal and time
Service words
Travel words
Dolch words
Kucera-Francis words
Banking terms
Employment terms
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Poster board marked with squares similar to a checkerboard (Glue pictures or write words on alternating squares. Pictures on the top half should face the top and pictures on the lower half should face the bottom. Board may be cut in half and laminated to allow for folding, or use a real checkerboard for less work.)

PROCEDURES: Students follow the rules for playing checkers. Each time a playing piece lands on a space,the student must read the word or identify the picture. If an error is made, they move back and lose their turn.

VARIATION: Students may be required to give the past tense of words or to compute math facts.

Source: FDLRS/PAEC, 1979, p. 78.

PERSONAL PHONE DIRECTORY

SKILLS: Obtain information from a phone book
Determine alphabetical order
Write phone numbers/words on lined paper

MATERIALS: Commercially-produced phone book (optional)
Paper
Staples

PROCEDURES: Discuss purpose of phone book. Bring in samples.

Fold paper to form book, staple, and make tabs for each letter.

Ask students to list friends, relatives, doctors, favorite carry-out restaurants, taxi service, etc., on a separate sheet of paper, alphabetizing by last names.

CATFISH PAD

SKILLS: Obtain information from a menu (below)

MATERIALS: Old menus from a variety of restaurants
Questions prepared for written work or for group discussion

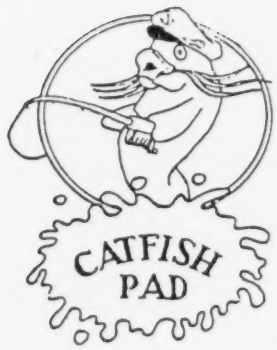
PROCEDURES: Collect menus and create sample orders (Copy for group use). Ask students to read the order, estimate the cost of the meal, and then determine the exact price.

Examples:

Catfish Dinner
Iced Tea

Seafood Platter with Shrimp, Oysters and Scallops
Small Coke

2 Mullet Dinners
Cheese Grits and Coleslaw
Large Coke



Appetizer

Shrimp Cocktail	3.75
Oyster Cocktail	3.75
Oyster Stew	3.75

Dinners

Dinners are served with hushpuppies and a choice of two: baked beans, cole slaw, cheese grits, fries or apple sauce

Catfish Dinner	6.30
Large Catfish Dinner	7.25
Catfish & Shrimp Dinner	6.50
Catfish & Oyster Dinner	6.75
Mullet Dinner	5.75
Large Mullet Dinner	6.95
Mullet & Shrimp	6.50
Mullet & Oysters	6.75
PAD's Platter with Shrimp, Oysters, and Scallops, your choice of Catfish or Mullet	8.25
Shrimp Dinner	6.75
Seafood Platter with Shrimp, Oysters & Scallops	8.25
Shrimp & Oyster Dinner	6.95
Oyster Dinner	6.75
Scallop Dinner	7.95
Steamed Snow Crab Legs (when available)	8.95

••CHAR–BROILED OR STEAMED AT NO EXTRA CHARGE
•BROILED – Available at Pensacola Location ONLY

Lite Meals

Lite Meals are served with pups and a choice of one side order

Catfish	3.50
Shrimp	3.75
Oyster	3.95
Scallops	4.50
Mullet	3.50

Salads

Romaine Salad	1.25
Seafood Salad	5.25

Sandwiches

Served on a Soft Roll with Slaw & F.F.

Catfish Boat	4.75
Shrimp Boat	4.75
Oyster Boat	4.75

Side Orders

Pups	.10 ea
Cheese Grits	.55
Cole Slaw	.65
F.F.	.75
Apple Sauce	.55
Baked Beans	.75

Beverages

Tea or Coffee with refills		.65
Soft Drinks with refills		.70
Draft Beer		1.25
Bottle Beer		1.50
Chablis, Rose, Burgandy or Cooler	glass	2.25
	½ carafe	3.25
	carafe	5.50

FOLLOWING DIRECTIONS

SKILLS: Read a passage and recall details
Read a passage and summarize information
Follow ____ step written directions
Read a passage and state the sequence of events
Speak with appropriate speed, volume and clarity

MATERIALS: A game, with written directions, that the student has never played before, or one that the student is unsure how to play

PROCEDURES: Give one student the directions to the game. Ask him/her to read the directions carefully.

When the student feels he/she understands the rules, ask him/her to explain the game to the other students.

The students should proceed to play the game with the chosen student advising the other students on game rules.

Source: SEIMS: Learning Skills, 1977, p. 34, 49.01.

The following information may be helpful for group discussion purposes. It has been taken directly from:

Jordan, Anna (1979). Using the Newspaper to Reinforce Communication Skills. FL: The Tampa Tribune and The Tampa Times.

FUNCTIONS OF THE DIFFERENT PARTS OF A NEWSPAPER

FRONT PAGE

This is the most important page of the newspaper. The day's most important stories are found on page one. This is the news of the day that the newspaper considers the "best." This could mean the stories that are the most unusual, interesting, important or readable. A sensational paper will tend to stress the unusual, the interesting, the readable and show little concern for the important. *The Tribune and Times* puts emphasis on the important, but does have the other qualities displayed also. Things that the reader ought to know takes precedence over any of the others.

The front page is held until the last minute to be able to cover any late breaking news that might occur just before the paper goes to press. The front page reflects the tone of the newspaper. How the newspaper is presented to the reader is the main function of the front page, because the way the page looks can be of great importance.

Most of today's top news tories are placed in the last column on the right, or column six. Usually the second most important story is in column one, unless it is in some way related to the leading item or falls into the category.

Most stories are grouped in certain fields; for example, if the leading article is one that features trade negotiations, foreign news will be placed next to it; two or more political stories will be put on the same part of the page; items of local interest will appear together. This deliberate arranging of news on the front page is designed to introduce an element of orderliness and of organization into the presentation of the disparate happenings of the day. The purpose is to help the reader organize his/her own thinking about the news.

The same theme of organization continues right through the paper. Related stories appear close to one another and, as far as possible, the news is grouped according to classification. The sizes and shapes of the news spaces available on the various pages and the great speed that is necessary in putting the paper to press do not permit perfect or complete classification; however, a high degree of classification is actually achieved.

The importance of the lead paragraph is that it summarizes the story. Readers may not be interested or have the time to read the story, so the details are not that important to them. The lead is just a quick way of informing the reader the what, where, when, why, who and how of the story.

The story is arranged so that the most important facts come first for the benefit of the reader. It also enables the story to be cut more easily if necessary. The headlines give a general summary, and the main body of the story gives the important facts connected with the minor details.

EDITORIAL PAGE

On every page except this one, the newspaper reports and records the actions, ideas and opinions of the world at large. But the editorial page is reserved for the expression of its own opinions, ideals and convictions. The editor studies the background of news events, brings fact into perspective and weights the news with sound judgments. Editorials often recommend a course of action. The purposes of editorial pages then are to influence opinion, secure reforms, inform the readers, promote a good cause, to entertain, and to show appreciation for achievements or service.

SPORTS-FINANCIAL-FEATURE PAGES

These are specialized pages for a specialized audience. The sports pages reflect the boundless interest in sports and competition. All kinds of sports are reported and featured. Sports columnists may report background material, statistics and interesting sidelights of the sports world. Financial pages grow more important each day as more and more readers invest their money. This page contains stock averages and stories by economists as well as local business features. Women's pages contain society news as well as household hints and recipes. It also contains many news features and columnists. Sections on health, horoscope, art, music, TV and other information may be found on these pages.

ADVERTISING

Advertising is important for tnree reasons: (1) It allows the newspaper to be financially independent and, not be controlled by any special interest group which would like to control the news being printed; (2) Businesses need to advertise so that people will know about goods and services available; and (3) The reader needs advertising so he/she will know what is available, where and at what price. By comparison shopping, he/she is able to get the best buy for the money.

FIVE KINDS OF NEWS STORIES

FACTUAL

A factual story is a report based strictly on facts. This type, the most common news story, tells only what actually took place. For instance, a factual news story would report on a city council meeting or how an accident occurred and what resulted. In this story, a reporter fulfills his/her prime duty ... writing only what he/she sees and hears, without personal opinion or judgment.

INTERPRETATIVE

This story, also known as reporting in depth, explains the significance of a current event, its historical background, how it compares with a similar situation in another locality and the possibility of how it may affect the future. An illustration would be a review of the space program since its beginning, the current situation and possible developments.

SPECULATIVE

This story reviews possibilities of a situation, detailing what has happened, what could take place and what effects it could have. An illustration might be the attempts made to resolve the Indo-China conflict.

PROMOTIONAL

This is material prepared with the objective of inducing the reader to support or endorse a specific project or product. An example would be an article urging purchase of government bonds, buying cookies to aid the Girl Scout movement or donating money to the United Fund. Reputable newspapers publish this type of material only when it is designed to further the cause of some obviously worthwhile public service without commercial connections.

PROPAGANDA

This type of "so-called" news is sometimes issued by governments, political parties, organizations or individuals to further their own ends and basically to create an impression favorable to the issuer; the information may also possibly be false. This is seldom treated as factual news, however, the fact that it has been issued may be news; the identity of the issuer may be news. The reply to it by the other side may make a balanced story that is news.

LANGUAGE ARTS

The following suggestions present a variety of newspaper activities to teach language arts.

CAPITALIZATION

Have the student start a scrapbook of VIP's in the news. Let them cut out pictures of the persons and paste them in their scrapbooks. Have students correctly write the person's names under the pictures. Ask students to write a sentence about each person.

INTERROGATIVE SENTENCES

Have each student select an article about a prominent person (example: sports figure, politician, etc.). Have each student write down at least three questions to ask the prominent person.

Have each student select a house for sale in the classified advertising section. Ask each student to write down several questions to ask the owner.

LETTER WRITING

Ask students to locate someone in the newspaper who they admire. Have students write friendly letters to different people.

CONTRACTIONS

Ask students to watch the headlines and ads in the newspaper for one week. Have students cut out as many different contractions as they can find and paste them on a large piece of poster board. At the end of the week, have each student write sentences using at least five of the contractions.

PLURAL NOUNS

Have students divide sheets of paper into two sections. Label one section "Plural Nouns." Label the other section "Singular Nouns." Ask students to clip from the newspaper headlines, at least ten plural nouns. After students have pasted the plural nouns on their papers, instruct them to write the singular form of each noun next to the plural form.

DICTATION

Have students read through the comics and locate strips that contain incomplete or grammatically incorrect sentences. Have them cut out the strips and paste them on sheets of paper. Let the students read the sentences aloud as they were written and then have them restate the sentences so that they are grammatically correct. To reinforce this activity, have the students rewrite the sentences correctly on their papers under the comic strips.

ABBREVIATION

Have students search through the newspaper for five abbreviations. Ask them to write down the meaning of each abbreviation.

Have students rewrite classified ads, substituting the full words for any abbreviations.

Have students find a recipe and rewrite it on an index card, substituting complete words for the abbreviations.

PARAGRAPH WRITING

Select a picture from the newspaper and ask students to write three or more sentences. These sentences may be a simple description, an evaluation, or an emotion involved.

Actual wire photos are available from the local newspaper offices. Students may enjoy using these real photos.

LOCATING SPECIFIC INFORMATION

Make students aware of the food section in their newspapers and the many recipes suggested there. Have students choose a recipe from their newspaper and list the ingredients necessary to make that particular dish. Using this list, have students check the food ads to find and then list the best prices. To reinforce computational skills, students may figure the approximate cost of the dish.

Source: Jacobs, 1982, pp. 6-68.

READING

The following suggestions present a variety of newspaper activities that teach reading.

MAIN IDEA

Give students newspaper articles from which the headlines have been clipped. Instruct them to read the articles and write their own headlines. Allow them to compare their headlines with the original ones. See how close they came to capturing the main idea.

Select an interesting article and read it to the class. After reading the article, select a student to state the main idea in his/her own words.

CAUSE AND EFFECT

Select an article from the newspaper about a fire, accident, etc., and write two or three cause/effect questions about the article on the board. Instruct students to read the article and answer the questions.

SEQUENTIAL ORDER

Clip several pictures from the newspaper without the cutlines. Ask students to write the three sentences depicting:

1. What happened before the picture was taken?
2. What is happening in the picture?
3. What will happen as a result of the activity in the picture?

REAL OR MAKE-BELIEVE

Give each student the comics page of the newspaper. Have students choose one comic strip that could be about real people and one that seems to be make-believe. Ask students to explain why one comic strip is real and the other is make-believe.

Have students look through the newspaper and clip out a picture of something real and an illustration of something make-believe. Glue each picture to a piece of paper. Ask students to write a sentence below each, telling why the picture or illustration is real or unreal.

VOCABULARY BUILDING

Ask each student to divide a sheet of paper into two sections. Label one section nouns and the other verbs. Ask students to locate ten examples of each in newspaper headlines. Words should be cut out and pasted on the appropriate section of their papers.

Have students look through the comic strips and select three, four or five-letter words. Ask students to write each word on their papers and give the meaning of the word as used in the comic.

Ask students to locate words in the headlines which could be used to form compound words. Have students paste their pairs of words on a piece of paper to form the compound words. Use each word in a sentence.

NEGATIVES

Choose several simple headlines from today's newspaper. Have students determine if each headline contains a negative word. If the headline does contain a negative word, have the students tell what the headline means.

Source: Jacobs, 1982, pp. 6-68.

MATH

MONEY VALUES

Have students work in pairs and plan an evening out. Include dinner, tip, movie and transportation. Allow $20 for all their activities and have them determine how much money remains after their night out.

Source: Booth, 1981, p. 82.

USING THE NEWSPAPER INDEX

SKILLS: Read the newspaper for information

MATERIALS: Index from newspaper

PROCEDURES: Answer questions using the index below.

Index

Advice	5B	Local/State	1C
Business	6D	Lottery	2A
Classified ads	4C	National	3A
Comics	7B	Obituaries	3C
Editorials	10A	Sports	1D
Features	1B	Stocks	6D
Food	1E	Television	6B
Horoscope	9C	Theaters	4B

1. In what kind of order is the index organized?
2. In which section and on what page is the weather?
3. Is Ann Landers' advice column in this paper?
4. "Peanuts", "Blondie", "Garfield", and others may be found on what page?
5. If one wanted to know which movies are playing, one would look under which heading?
6. In what section are the classifieds?
7. To find out who has died recently, one would look at what section?
8. On what page might one find a recipe?
9. Where would one look to find out who won the FSU football game?
10. On what page is the TV guide?
11. What are the two major items found in Section A?
12. What information will one find in Section B?
13. To read about the opinions of other people, one would look on what page?

USING THE WEATHER FORECAST MAP

SKILLS: Read the newspaper for information

MATERIALS: Weather forecast from newspaper (see page 126)

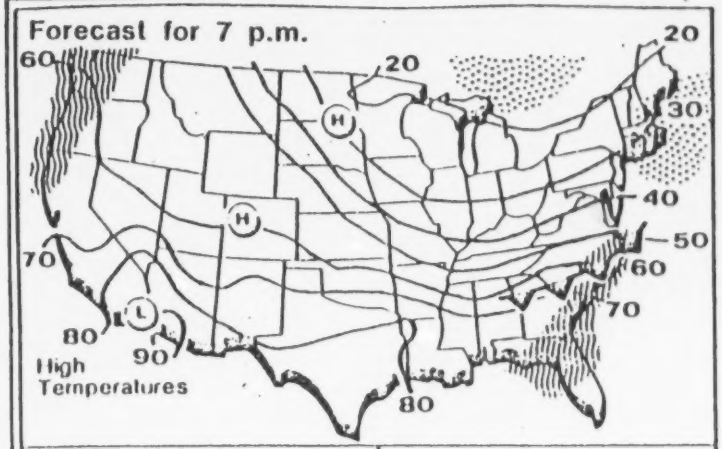
PROCEDURES: Locate the weather map in the newspaper.

Ask questions either verbally or written, concerning the local weather forecast.

Sample questions (refer to weather map on next page):

1. Look at the weather map. Place your finger on the key that shows the symbol used for rain and the symbol used for showers (Draw the symbol if it is a written exercise).
2. Locate Florida on the map. Are showers expected in our state?
3. Locate the temperature guide for state and national cities.
4. What do the abbreviations "H", "L", and "Precip" stand for?
5. What was the high in Tallahassee?
6. What was the low in Tallahassee?
7. How much precipitation did Tallahassee receive?
8. Find the Local Forecast. Read the first sentence. Will the skies be cloudy or sunny? What are the chances of showers?
9. Find Sunrise, Sunset. When will the sun rise today? When will it set on Friday?
10. Look at the Moon Phases. When will there be a full moon?

Forecast for 7 p.m.



FRONTS:
Warm Cold
Occluded Stationary

Temperatures

State	H	L	Precip.
Apalachicola	68	40	0.00
Jacksonville	69	34	0.00
Miami	69	48	0.00
Orlando	64	39	0.00
Pensacola	71	43	0.00
Sarasota	64	41	0.00
TALLAHASSEE	70	28	0.00
Tampa	66	40	0.00
W. Palm Beach	69	47	0.00
National			
Albuquerque	74	40	0.00
Anchorage	10	2	0.04
Asheville	53	25	0.01
Atlanta	69	34	0.00
Baltimore	38	17	0.00
Birmingham	77	31	0.00
Boise	63	39	0.00
Boston	28	14	0.00
Buffalo	22	9	0.00
Charleston, S.C.	53	39	0.00
Charlotte	49	27	0.00
Chicago	36	20	0.19
Cincinnati	37	29	0.14
Cleveland	33	20	0.01
Dallas-Fort Worth	68	40	0.00
Denver	69	39	0.00
Detroit	30	25	0.02
Honolulu	80	60	0.00
Houston	66	58	0.00
Indianapolis	38	28	0.10
Kansas City	61	41	0.00
Las Vegas	87	75	0.00
Little Rock	80	47	0.00
Los Angeles	66	62	0.00
Louisville	56	33	0.02
Memphis	75	43	0.00
Milwaukee	35	27	0.29
Minneapolis	36	30	0.00
Nashville	70	39	0.00
New Orleans	70	53	0.00
New York	31	18	0.00
Oklahoma City	78	49	0.00
Omaha	55	30	0.00
Philadelphia	32	18	0.00
Phoenix	91	60	0.00
Pittsburgh	32	17	0.01
Portland, Me.	26	15	0.00
Portland, Ore.	65	44	0.00
Richmond	44	21	0.00
St. Louis	62	38	0.00
Salt Lake City	61	38	0.00
San Diego	69	56	0.00
San Francisco	61	56	0.00
Seattle	59	45	0.00
Washington	38	23	0.00
Wichita	76	44	0.00
International			
Buenos Aires	86	75	clr
Hong Kong	64	57	cdy
Jerusalem	63	43	clr
London	34	27	clr
Mexico City	73	48	cdy
Moscow	12	-8	clr
Paris	37	21	clr
Rome	57	46	clr
Tokyo	48	34	clr
Toronto	32	9	cdy

National forecast

Showers are exxpected today in Washington, Oregon and California, and from Florida to North Carolina. Snow is forecast from Connecticut to Maine and the Great Lakes. On Wednesday, snow moved across the Ohio Valley to the mid-Atlantic states. Snow was also expected in Pennsylvania and New Jersey. There was local flooding in South Dakota. Temperatures at 2 p.m. ranged from 9 degrees at Montpelier, Vt., to 94 degrees at Palm Springs, Calif.

Local forecast

Partly cloudy skies today, with a 30-percent chance of showers. The high will be in the mid-70s. Rain ending this evening, with a low in the upper 30s. Northwesterly winds 10-15 mph. Friday will be sunny and cooler, with a high in the upper 50s. The extended forecast calls for fair skies and colder weather. Lows will be in the 20s Saturday, to the 30s Monday morning. Highs will be in the 50s Saturday, to near 60 Monday. Wednesday's high was 70 (21 Celsius); the low was 28 (minus 2 degrees). For more weather, call the National Weather Service at 576-6318 from 8 a.m. to 5 p.m. or call 576-7151 anytime for a recorded message.

Sunrise, sunset

Sun		Moon	
Rise	Set	Rise	Set
Today			
7:06 a.m.	6:35 p.m.	9:46 p.m.	8:42 a.m.
Friday			
7:05 a.m.	6:35 p.m.	10:55 p.m.	9:14 a.m.

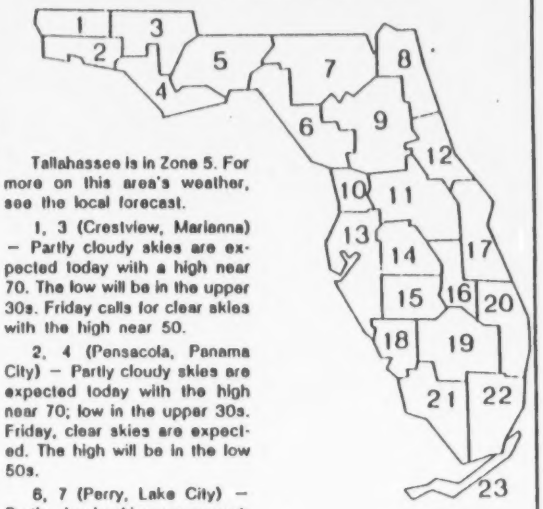
Rainfall

Total 24 hrs. ending midnight	0.00
Total this month	9.81
Total since Jan. 1	12.30
Above normal since Feb. 1	4.99
Above normal since Jan. 1	3.02
Apalachicola River Data at Blountstown	
Today	11.5 falling

Moon phases

Mar. 21 Mar 28 Mar. 3 Mar. 10

Florida zone forecasts



Tallahassee is in Zone 5. For more on this area's weather, see the local forecast.

1, 3 (Crestview, Marianna) — Partly cloudy skies are expected today with a high near 70. The low will be in the upper 30s. Friday calls for clear skies with the high near 50.

2, 4 (Pensacola, Panama City) — Partly cloudy skies are expected today with the high near 70; low in the upper 30s. Friday, clear skies are expected. The high will be in the low 50s.

6, 7 (Perry, Lake City) — Partly cloudy skies are expected today with a 30-percent chance of rain. The high will be in the mid-70s; the low in the upper 30s to the low 40s. Friday, mostly sunny, with the high in the mid- to upper 50s.

8, 9 (Jacksonville, Gainesville) — Partly cloudy skies with a 40-percent chance of rain expected today.The high will be in the mid-70s; low in the low to mid-40s. Friday, sunny skies are expected. The high will be in the mid- to upper 50s.

10, 11, 12 (Brooksville, Orlando, Daytona) — Partly cloudy skies through Friday. A 40-percent chance of rain today. The high will be in the mid-70s today, near 60 Friday; the low in the mid-40s.

13, 14, 15, 16, 17 (Tampa, Lakeland, Sebring, Kissimmee, Cocoa) — Partly cloudy skies through Friday. A 30-percent chance of rain today. The high will be in the mid-70s; the low in the low to mid-50s. High Friday in the low to mid-60s.

13, 19, 21 (Fort Myers, Moore Haven, Naples) — Partly cloudy skies through Friday. Rain chance 20 percent today, 30 percent Friday. The high will be in the low 70s today, mid-60s Friday. Low in the mid-50s.

20, 22 (West Palm Beach, Miami) — Partly cloudy skies through Friday. Rain chance 20 percent today, 30 percent Friday. The high will be in the mid-70s; the low in the mid-50s.

23 (Key West) — Partly cloudy skies through Friday. Rain chance 30 percent. The high will be in the mid-70s; the low in the low to mid-60s.

Seas

Small craft should exercise caution. Southwesterly winds 20 knots today, shifting to northwest and 20 knots tonight. Seas 4-8 feet through tonight. Bay and inland waters choppy. A few thunderstorms today. The seawater temperature Wednesday at Turkey Point Marine Laboratory was 68 degrees.

NEWSPAPER COMPREHENSION

SKILLS:

LITERAL:
Identify meaning of concrete words and phrases
Read a passage and identify the main idea
Read a passage and recall details (who, what, when, where, why)
Read a passage and state the sequence of events

INTERPRETIVE:
Read a passage and predict an outcome
Read a passage and draw a conclusion
Read a passage and make a generalization
Read a passage and interpret figurative language
Read a passage and make inferences
Read a passage and summarize information

MATERIALS: Miscellaneous stories from the newspaper - copy for class use, or have all students find the same story in their own paper (Letting each student choose a different story makes monitoring the work a difficult task.)

PROCEDURES: Ask students read the article and then answer literal or interpretive questions on paper or in a group discussion.

If this is a weekly written activity, make a group of set questions (See example on page 128) that do not have to be changed for different stories. The teacher may assign the specific story to be read in order to make the evaluation easier.

NEWSPAPER STORIES

Directions: Read the story and write a complete sentence to answer the following questions.

1. What is the main idea?

2. Who is the story about?

3. Where did the story take place?

4. When did the story happen?

5. Why did it happen?

6. Do you think it could happen again?

7. Could it happen to you?

DAYS OF THE WEEK

Directions: Locate the TV guide in your Sunday paper. Find, cut and paste in the days of the week from the newspaper. Locate each word as many times as possible.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Source: Booth, 1981, p. 22.

READING AND WRITING NUMERALS

Directions: Say the number in the first column silently and then write its name in the second column. Locate the numbers and their word names in the newspaper and paste them in the third column.

0		
1		
2		
3		
4		
5		
6		
7		
8		
9		

Source: Booth, 1981, p. 8.

READ AN AD

SKILLS: Read the newspaper for information

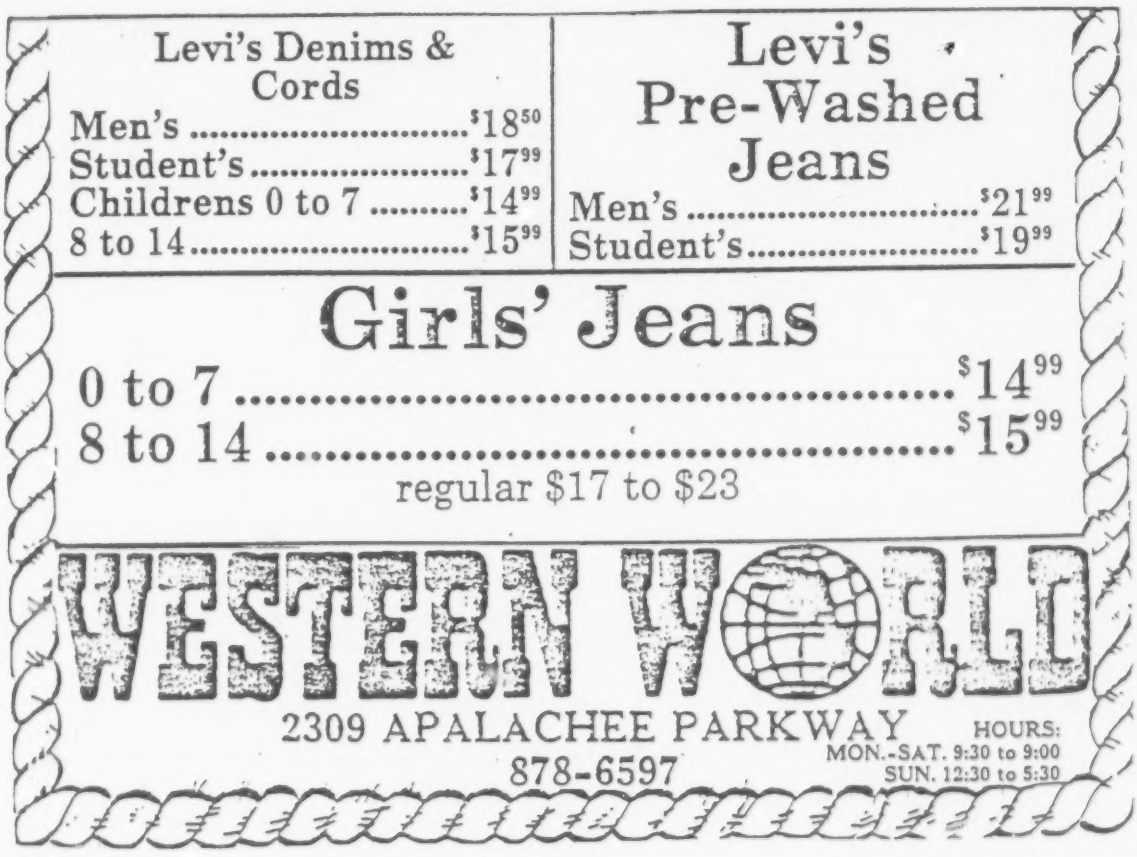
MATERIALS: Miscellaneous newspaper advertisements (see examples—pages 141-148) and questions that may be answered by reading the ad

PROCEDURES: The following pages are samples of worksheets that may be created from newspaper advertisements.

After students have completed several of the sample exercises, they may be able to create their own set of questions to share with the other students.

For low readers, give each student the advertisement and discuss the information verbally. This method might also be appropriate for higher-level readers, if one discusses the newspaper but does not want to spend time creating worksheets.

1. This advertisement for _____.
2. How much does a firm full mattress cost?
3. How much does the super/luxury firm king matress cost?
4. How may one pay for this merchandise?
5. What is the name of this store?
6. Where is the store located?
7. What else is sold at this store?
8. What are the store hours?



1. What is the name of the store?
2. Is the store open on Sunday?
3. What is the price of men's Levi's denims and cords?
4. How much dc girl's jeans, sizes 0 to 7, cost?
5. What are the regular prices for the girl's jeans?
6. How much would a pair of student Levi pre-washed jeans cost?
7. When does the store open on Wednesday?
8. When does the store close on Friday?
9. On what street is the store located?
10. Are western boots on sale?

1. What kind of restaurant is it?
2. How much is the lunch buffet?
3. How may one find out what hours is the restaurant open?
4. How many coupons are there?
5. From 11:00 to 2:00 there is a buffet. How much does it cost?
6. What is the price of the buffet for children 5-11 years old?
7. Can coupons be used if the pizza is delivered?
8. What is the expiration date of the coupons?
9. How much is saved, if one buys a large pizza?
10. Does one get a free Coke with pizza?

IN CONCERT

AMERICA'S ELECTRIFYING
ENTERTAINMENT SWEETHEART

Barbara Mandrell

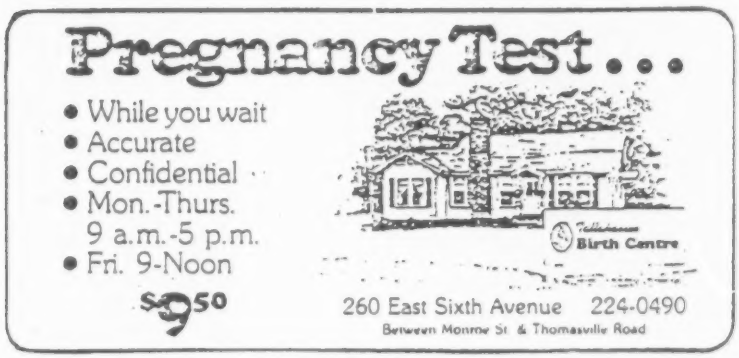
GET TO THE HEART TOUR

WITH VERY
SPECIAL GUEST
GARY MORRIS

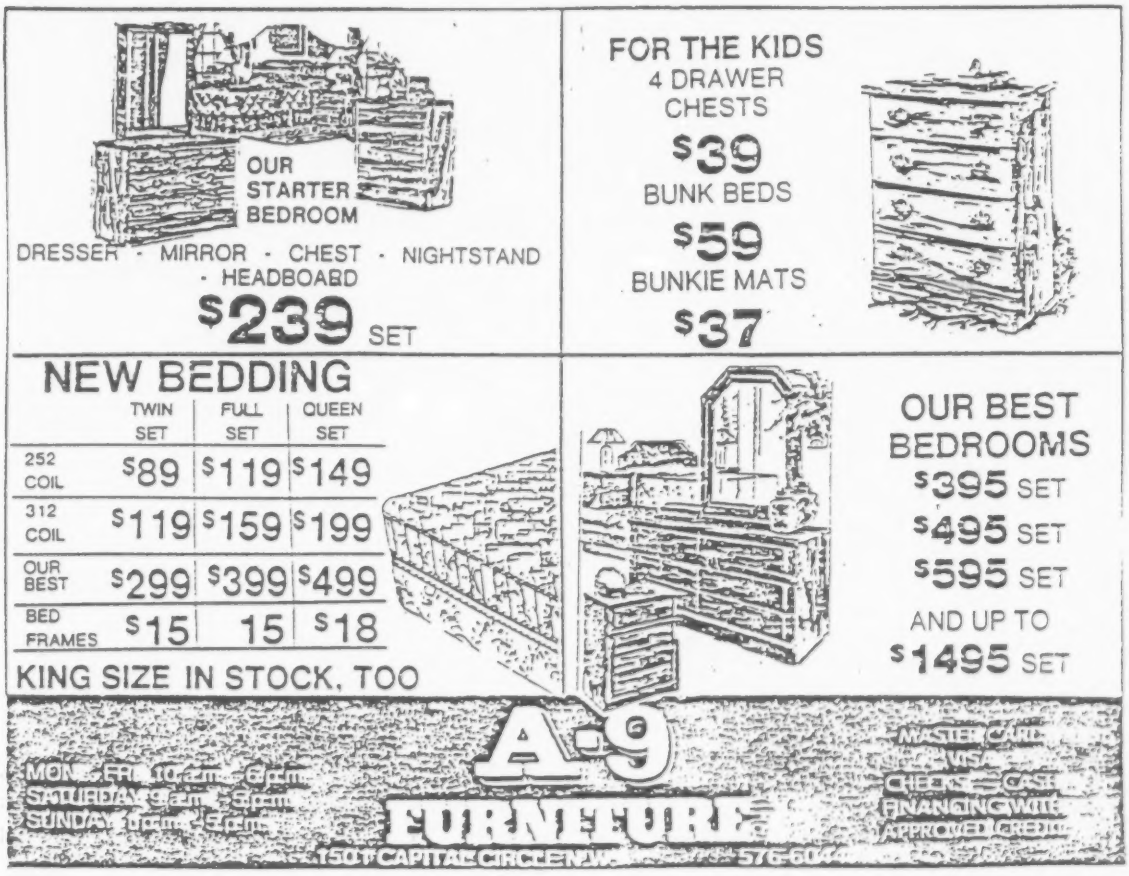
Saturday, March 15th - 8:00 p.m.
$15.00 and $12.50 plus computer charge.
Tickets On Sale Now.
Available at the Civic Center Box Office and all Select-A-Seat Outlets including Record Bar, FSU and FAMU
To Charge Tickets By Phone: 904-222-0400

Tallahassee·Leon County
CIVIC CENTER

1. Where is the concert?
2. Who is performing?
3. Where can one buy tickets?
4. What do the less expensive tickets cost?
5. Can tickets be ordered by phone?
6. What is the phone number?
7. When does the concert begin?
8. Who is the guest star?
9. Will the concert location sell food?
10. How long will the concert last?
11. Are the seats reserved?



1. How much does a pregnancy test cost?
2. What weekday hours is the clinic open?
3. What does the word "confidential" mean?
4. When does one get the results of a test?
5. Between what two streets is the Birth Centre located?
6. What is the phone number?
7. Is the Birth Centre open on Saturdays?
8. What does the word "accurate" mean?



1. What is the name of the store?
2. Where is the store located?
3. What kind of a store is it?
4. Is it open on Sunday?
5. What hours is it open on Wednesday?
6. How much is a four-drawer chest for children?
7. What is the least expensive bedroom set?
8. Arel king-size beds sold?
9. What is the phone number?
10. Does the store take credit cards?

STEAK & SHRIMP

NOW ONLY

$4.99

COUNTRY FRIED STEAK & SHRIMP PLATTER

A delicious platter! Complete with your choice of two vegetables and corn bread or biscuits.

PO FOLKS

2705 Apalachee Parkway
(Next to Koger Center)
878-6076

1. What is the name of the restaurant?
2. Where is it located?
3. What hours is it open?
   How may one find out if the hours are not given?
4. What food may one get for the $4.99 special?
5. What is the phone number?
6. Is carry-out available?
   How may one find out?
7. May one make reservations?

SPORTS ON THE AIR

Best bet

9 p.m. — North Carolina State Wolfpack vs. Georgia Tech Yellow Jackets, ESPN (cable 5). The Wolfpack, fresh off its upset of No. 1 North Carolina, will be trying to mess up the Atlantic Coast Conference standings a bit more against the Yellow Jackets. Georgia Tech needs a win to have any hope of forcing a three-way tie for first.

TELEVISION

College basketball

1 p.m. — Old Dominion vs. North Carolina-Charlotte, Sun Belt tournament quarterfinal, ESPN (cable 5).

3 p.m. — Virginia Commonwealth vs. Jacksonville, Sun Belt tournament quarterfinal, ESPN (cable 5).

7 p.m. — South Alabama vs. Alabama-Birmingham, Sun Belt tournament quarterfinal, ESPN (cable 5).

8 p.m. — Kentucky Wildcats vs. Tennessee Volunteers, Channel 17 (cable 13).

11 p.m. — Oregon State Tigers vs. Stanford Cardinals, ESPN (cable 5).

College basketball replay

5 p.m. — Georgia Bulldog highlights, Channel 3 (cable 3).

6:30 p.m. — FSU Lady Seminole highlights, channel 3 (cable 3).

1. What kinds of programs does this ad talk about?

2. What does "Best-bet" mean?

3. At what time will the North Carolina vs. Georgia Tech be on the air?

4. How many college basketball games are on?

5. What does "basketball replay" mean?

6. What game comes on at 7:00 p.m.?

7. When will FSU Lady Seminole highlights be shown?

8. What will be on at 1:00 p.m.?

9. In what section of the newspaper might one find this ad?

HELP YOURSELF

SKILLS: Read the newspaper for information

MATERIALS: "Help Yourself" section of the local newspaper monthly
(It lists support groups available for a variety of human problems)

PROCEDURES: Answer the following questions using a "Help Yourself" section.
Discuss what "confidential" means.

1. You or someone you care about is having a problem with alcohol. Who may you call?
2. You would like to stop smoking. Who should you call?
3. It seems like your brother is always stoned and he spends most of his money on drugs. Who should you call?
4. You are too heavy and would like to lose weight. Who should you call?
5. You uncle touches your body's private places. Who should you call?
6. Your father hits your mother and sometimes hits you. Who should you call?
7. You want to learn to read better. Who should you call?
8. You are interested in getting a job, but feel your handicap is preventing it.
   Who should you call?
9. You think you are pregnant. Who should you call?
10. You feel like taking your life. Who should you call?

NEWSPAPER WORD GROUPS

SKILLS: Read the newspaper for information

MATERIALS: Newspaper
Newspaper index (see example on page 133)

PROCEDURES: Provide students with the worksheet on the following pages.

Students must locate the names of restaurants, movies, comic strips, stores, famous people, sports teams and television programs in the newspaper.

These names may be cut directly from the paper and glued on the worksheet, or handwritten.

This activity could be repeated on a weekly basis, using the same worksheet.

Source: Jordan, 1979, p. 16.

STUDENT ACTIVITY SHEET
Word Groups

Directions: For each heading below, find at least five related items from your newspaper. Write or cut and paste the words you find under the correct heading

Stores

1. _____
2. _____
3. _____
4. _____
5. _____

Sports Teams

1. _____
2. _____
3. _____
4. _____
5. _____

Movies

1. _____
2. _____
3. _____
4. _____
5. _____

TV Programs

1. _____
2. _____
3. _____
4. _____
5. _____

Comic Strip Titles

1. _____
2. _____
3. _____
4. _____
5. _____

Names of Famous People

1. _____
2. _____
3. _____
4. _____
5. _____

Restaurants

1. _____
2. _____
3. _____
4. _____
5. _____

CONTRACTIONS

Explanation: A contraction is a combination of two words in which one or more letters have been left out. An apostrophe (') is placed where letters are omitted.

Directions: Scan the headlines and ads in your newspaper. Write the contractions you find under the headings below. Beside each contraction write the two words it is made of.

Contractions Ending with n't

1. _____
2. _____
3. _____
4. _____
5. _____

Contractions Ending with 's

1. _____
2. _____
3. _____
4. _____
5. _____

Contractions Ending with 're

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Contractions Ending with 've

1. _____
2. _____
3. _____
4. _____
5. _____

Contractions Ending with 'll

1. _____
2. _____
3. _____

Source: Jordan, 1979, p. 64.

COMMAS

Directions: In these two comic strips, the characters are speaking to each other. Notice that the cartoonist used a comma to set off the name of the person spoken to from the rest of the sentence. Below each comic strip, change the words each character says. Remember to use a comma to separate the name of the person spoken to from the rest of the sentence.

HI, LOLLY. HOW IS IT WORKING AT A TV STATION WITH ACTORS AND SHOW BIZ CELEBRITIES?
WELL, JANE, IT'S SORTA LIKE WORKING IN A DELICATESSEN.
3/9
WITH ONE DIFFERENCE.
HERE THE HAMS CAN'T BE CURED.

_____

_____

_____

_____

What you waitin' for, Granpa? The bridge is all yours!
Walt, what do we do?
Only one thing we can do, Phullis! Back up!
Jes' sit tight, Mister Walt! I'll have you across in a jiffy!
CREEEK!
Dick Moores

_____

_____

_____

_____

Source: Jordan, 1979, p. 64.

ITEMS IN A SERIES

Directions: Use the information on the front page of your newspaper to fill in the blanks in each sentence below. List at least three answers. Remember to put commas where necessary between words in the series.

1. Some countries mentioned on the front page today are:

2. Some of the people mentioned on the front page today are:

3. Some of the topics listed in the index today are:

Directions: Use the information on the front page of the sports section to fill in at least three items in each sentence below.

4. Several teams that won recently are:

5. Several teams that lost recently are:

6. Some of the athletes mentioned in today's sports section are:

Directions: Use the information in the classified ads to fill in at least three items in each sentence below.

7. Some car models that are advertised today are:

8. Some pets that are for sale in the classified ads today are:

9. Several jobs that are available in the employment ads today are:

10. The names of several apartment complexes that are advertised today in the classified ads are:

Source: Jordan, 1979, p. 63.

GROCERY PRICES

Directions: Using the grocery ads, find the price, size and name of the store where the items may be found. If the item is not advertised, draw a line through the space.

Item	Price	Weight/Size	Name of Store
Loaf of bread			
Box of Jello			
Bag of carrots			
Tube of toothpaste			
Can of peaches			
Ground beef			
Package of cookies			
Catsup			
Hotdogs			
Soft drink (soda)			
Bar of soap			
Orange juice			
Potato chips			
Milk			

WRITING A MESSAGE

Directions: Do this activity with a partner. Each of you select an ad from the classified section of items for sale. Imagine that you are interested in buying that item and want more information. Complete the message form below and practice giving your message to your partner.

Hello, this is _____. I am calling about the _____ that is advertised in _____'s (day of week) paper. Would you have the owner call me at _____ o'clock on _____ (date) to give me more information. My number is _____. Thank you. Goodbye.

Switch roles with your partner and take down the information in his/her message. Be sure to get the complete message.

Source: Jordan, 1979, p. 78.

NEWSPAPER ACTIVITIES FOR NON-READERS

SKILLS: Read the newspaper for information

MATERIALS: Newspaper

VARIATIONS:

1. Discuss the different sections of the newspaper: National, Local/State, Business/Classified, Sports, Food, and Features. Locate a picture in each section and discuss what is happening.

2. Select a picture of a prominent person. Pretend the person is in the room. What would one ask him/her?

3. Read an article to the class. Have students answer who, what, where, when, and why questions.

4. Discuss the meaning of cause and effect. Select an article and read it to the class, or select a picture which deals with a fire, storm, accident or similar incident. Encourage students to determine the cause of the situation, as well as the effect it will have on others.

5. Discuss real and make-believe. The students will look at comic strips as the teacher reads. Ask students to choose a comic strip that seems like real people and one that seems make-believe. Encourage students to give reasons why the people may be real or make-believe. Also, try reading the comics without the students looking at the pictures and ask them to determine real or make-believe.

6. Discuss the meaning of before, during, and after. Cut pictures from the newspaper or use wire photos. Ask students to determine what happened in the picture and what might have happened after the picture was taken.

7. Read an advice letter from Ann Landers to the class. Ask students to respond to the situation with good advice.

Source: Jacobs, 1982, pp. 6-68.

PICTURE CLASSIFICATION (NON-READING ACTIVITY)

SKILLS:
Read the newspaper for information
Interpret pictures
Classify pictures and shapes under appropriate headings
Follow directions correctly

MATERIALS:
Glue
Newspaper
Paper
Scissors

PROCEDURES: Provide students with a selection of categories (examples: sports, food, furniture, animals, important people, coupons, comic strips, restaurants) and large sheets of paper.

Have students divide their paper into sections and label each section with a category.

Instruct students to locate corresponding pictures in the newspaper and paste the pictures under the appropriate categories on their papers.

More advanced students may include words cut from the newspaper in addition to the pictures.

Source: Jacobs, 1982, p. 18.

COMIC QUESTIONS

(Non-Reading Activity - See Variation)

SKILLS: Read the newspaper for information
Interpret pictures
Read (listen to) a passage and recall details

MATERIALS: Comic section of the newspaper
Worksheet (see example below)

PROCEDURES: Ask students to select a comic strip and complete the who, what, when, and where questions.

Students may have to read several strips in order to find one that will supply all of the necessary information.

VARIATION: Read the comic strip to non-reading students and ask them to identify who, what, when, and where questions.

Comic Activity Sheet

1. Who is in the comic strip?
2. What is happening?
3. Where is it happening?
4. When is it happening?

Source: Jacobs, 1982, p. 61.

CREATE A STORY
(Non-Reading Activity - See Variation)

SKILLS: Write a simple three- and four-word declarative sentence
Write compound sentences
Write a paragraph consisting of ____ sentences or describe actions depicted in pictures
Predict future actions from action pictures
Tell a story from pictures

MATERIALS: Wire photos (available free from a local newspaper) or pictures cut from newspapers

PROCEDURES: Have each student select a picture. Ask students to write sentences related to the topic of the picture. These sentences may be a simple description, an evaluation, an inference as to cause/effect, or emotion involved.

VARIATIONS: Ask students to state one word that expresses how the picture makes them feel.

Ask students to work individually to create a story about the picture and then tell the story to the class.

Ask students to work in a group to develop a story about the picture. One individual may tell the story or the group may share the storytelling.

PICTURES TO FURNISH A HOME
(Non-Reading Activity)

SKILLS: Read the newspaper for information
Interpret pictures
Classify pictures under appropriate headings
Follow directions correctly

MATERIALS: Glue
Newspaper
Paper divided into sections. Label each section with a room usually found in a home (e.g., living room, kitchen, bedroom)

PROCEDURES: Discuss items that are found in each room of a house.

Give each student a worksheet (as described above), or have students fold their own papers into sections, labeling each section with a picture.

Instruct students to clip and paste pictures of items from the newspaper that one may find in each room of their home.

Source: Jacobs, 1982, p. 58.

FOOD FOR THOUGHT

(Non-Reading Activity)

SKILLS: Read the newspaper for information
Interpret pictures
Classify food into major food groups
Follow directions correctly

MATERIALS: Glue
Newspaper
Paper divided into sections. Label each section with a food group (e.g. Dairy, Meat, Fruits, Vegetables, Breads).

PROCEDURES: Discuss food groups.

Give each student a food group worksheet (described above) and the food section of the newspaper.

Instruct students to clip and paste pictures from grocery ads to complete each food group heading.

VARIATION: If students **CAN READ**, instruct them to cut and paste the food words under each heading.

Give each student the food section and crayons. Instruct students to circle all meat pictures (or words) with a red crayon, vegetables with a green crayon, bread and cereal with a yellow crayon, etc.

Source: Jacobs, 1982, p. 56.

WHAT IS A LAW?

SKILLS: Refer to Procedures

MATERIALS: None

PROCEDURES:

1. Discuss the differences between a rule and law.
   List the differences on the chalkboard or on chart paper
   Examples: Rules:
   - Be at school at 9:00 a.m.
   - Bring a pencil and paper to school
   - Don't talk when the teacher is giving directions
   - No eating in the lounge

   Laws:
   - No drinking on public streets
   - No shoplifting
   - No smoking on the bus
   - Obey a policeman

2. Discuss how laws help and protect us.
   Examples:
   - Keep others from harming you
   - Keep others from stealing your belongings
   - Keep your home safe

3. Discuss types of penalties for disobeying public laws.
   - Fines
   - Jail
   - Work detail

4. Present the following "What Could Happen" situations.

WOULD YOU BE PUNISHED IF ...

... you were in K-Mart and your friend put a roll of film in his pocket?
... you went into a restaurant with no shirt or shoes?
... you were talking loudly in the library?
... you went into a restaurant and did not eat all your food?
... you tried on clothes in a store but did not buy them?
... you held up a Jiffy store with a play gun?
... you ate in a restaurant and did not pay?
... you talked to an insurance agent but did not buy any insurance?
... you touched someone's private parts against his/her wishes?
... you went into someone's home without knocking?
... you disobeyed a "No Smoking" sign in a theater?
... you left the theater before the movie was over?
... you acted loud and disorderly in a restaurant?
... you called people on the telephone and talked obscenely?
... you lost a library book?
... you entered through an exit?
... you lit up a cigarette in a "No Smoking" area but immediately put it out?

PHONE BOOK ACTIVITIES

SKILLS: Obtain information from a phone book

MATERIALS: Phone book
Paper and pencil

PROCEDURES: The following variations present a wide range of activities that teach the use of the telephone book.

1. Give students a page from the white pages and ask them to locate and write a given name, address, phone number and page number.
2. Given students a list of names and ask them to alphabetize according to last name, writing the names as they would be in the phone book.
3. Give students a list of businesses and have them alphabetize and write as seen in the phone book.
4. List a group of last names that might be found in the white pages. Give students two key names and have them circle those names that would be found on that page.
5. Ask students to find a page where a friend is listed and write the key names found on that page.
6. Ask students to list the stores in the local malls using the white pages.
7. Give students a list with words and abbreviations. Have students match word with abbreviation.

   Example:

Avenue	Dr.
Boulevard	Rd.
Drive	Ave.
Road	Blvd.

8. Explain that the white pages may be divided into three parts:

A-I	Beginning
J-R	Middle
S-Z	End

Ask students to check beginning, middle or end for each letter:

Example:

	Beginning	Middle	End
E	X		
S			X
K		X	
Y			X
T			X
G	X		

Using names, repeat the activity.

Name:	Beginning	Middle	End
Doe, Joe	X		
Reese, Ann			X
Zimmerman, Kim			X

9. Give students a list of the same last names and different first names. Ask them to alphabetize them.
   Example:
   Roy Jackson
   Andy Jackson
   Earl Jackson

10. Cut out ads from the Yellow Pages and ask questions about them.
    Example:
    a. hours
    b. phone number
    c. delivery service
    d. location
    e. menu
    f. services

    Have students write their own ad for the Yellow Pages.

11. Give students a list of headings from the Yellow Pages. Ask them to put the headings in alphabetical order, locate them in the yellow pages, and then find specific items that may be found under the headings.

12. Give students a list of businesses and the headings they would be listed under in the Yellow Pages. Draw a line from each business to the heading.

Example:	Domino's Pizza	Book Dealers
	Haverty Furniture Co.	Automobile Dealers
	Waldenbooks	Restaurants
	Tallahassee Ford	Furniture

13. Give students a list of problems and headings, under which help would be listed, in the Yellow Pages. Draw a line from each service to the heading.

Example:	Faucet drips	Television Service
	You're hungry	Plumber
	You're sick	Restaurant
	Fixes televisions	Physician

14. Explain other information found in the phone book.

Example: Hurricane map and guide
City facts
University sports
Civic center information
Zip code zones and index
State listings
Area code listings
Long distance calls
Telephone service and repair information
Directories of other cities and towns
Emergency numbers

MYSTERIOUS WRITINGS

SKILLS:
Write a three- and four-word declarative sentence
Write a three- to five-word interrogative sentence
Write compound sentences
Write a paragraph consisting of ____ sentences

MATERIALS:
Old magazines and newspapers
Glue
Paper
Scissors

PROCEDURES: Go through old magazines and newspapers. Cut out words, letters and pictures that will help one assemble a letter, message or poster.

Students might prefer to assemble the words of a favorite song or poem.

Glue the words on colored paper.

NOTE: It may be wise not to teach words as kidnap and ransom!

Source: Volpe, 1982, p. 122.

WHAT'S ON TV?

SKILLS: Tell time on the hour
Tell time on the half hour
Obtain information from a newspaper
Read a graph

MATERIALS: Entertainment section of newspaper where TV information is located or weekly TV guide.

Questions written on paper which may be duplicated, or written on 3x5 cards for individual use.

PROCEDURES: Locate TV information.

Give students questions concerning the format and shows available (If a simple format is designed — one that does not name specific shows — it may be used more often).

VARIATIONS: If a game is desired, the questions may be placed on 3x5 cards and used with a multi-purpose game board. Students progress toward home as questions are answered correctly.

If an individual file folder activity is desired, then the TV schedule may be placed in a folder and laminated. Individual question cards should be placed in the folder pocket.

Students may be given a copy of the TV schedule and asked to make their own questions. Questions may then be exchanged with other members of the class.

Give the students the entire Sunday TV guide; ask questions about a specific day and time. Students must locate the correct day, as well as the time and channel.

TV QUESTIONS

How many channels present the news at 11:00 p.m.?

What are the call letters for Channel 6/Cable 9?

What are the call letters for Channel 11/Cable 5?

What news is shown at 6:30 p.m. on Channel 6/Cable 11?

What news is shown at 7:00 p.m. on Channel 10/Cable 10?

What are the four premium movies?

Are the premium movies free?

What is shown at 9:00 a.m. on Channel 6/Cable 9?

What is shown at 11:30 a.m. on Channel 13?

What is shown at 3:00 p.m. on WFSU?

What is shown at 5:30 p.m. on WJHG?

What is shown at 7:30 p.m. on Channel 6/Cable 9?

What is shown on HBO at 8:00 a.m.?

What is shown on HBO at 2:30 a.m.?

What is shown on the Disney Channel at 9:00 a.m.?

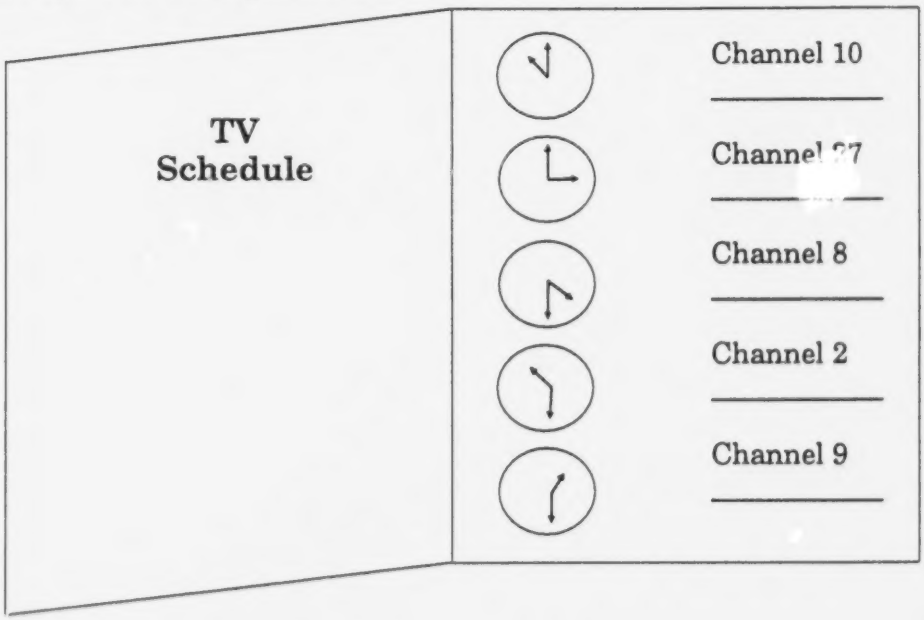
What is shown on Show Time at 9:00 a.m.?

NAME THAT SHOW

SKILLS: Tell time on the half hour
Tell time on the hour
Obtain information from a TV guide

MATERIALS: Place TV guide on one side of a folder.

On other side of folder, draw clocks indicating time; write channel and allow space for writing name of show.



Have students refer to the TV listing and write the title of the show that is being shown at the indicated time and channel.

VARIATION: Make multiple copies of the questions and television guide for entire class use.

Source: FDLRS/ALPHA, n.d., p. 15.

TV TIME

DIRECTIONS: Look through your TV guide. Select five programs you would like to watch during the next week. Fill in the schedule.

Time	Day	Program	Channel

Select five programs you would like to watch on Friday, during the given times. Fill in the following schedule.

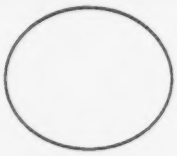
Time	Day	Program	Channel
6:00			
6:30			
7:00			
8:00			
9:00			

Source: Jacobs, 1982, p. 47.

TELLING TIME

DIRECTIONS: List three TV programs at the times shown on the clocks. Be sure to list the channels.

Sunday a.m.

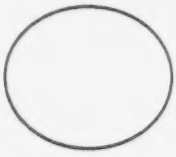


Channel ____ Program _____

Channel ____ Program _____

Channel ____ Program _____

Tuesday p.m.

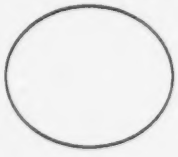


Channel ____ Program _____

Channel ____ Program _____

Channel ____ Program _____

Thursday p.m.

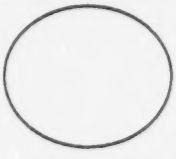


Channel ____ Program _____

Channel ____ Program _____

Channel ____ Program _____

Saturday a.m.



Channel ____ Program _____

Channel ____ Program _____

Channel ____ Program _____

Source: Booth, 1981, p. 23.

CABLE GUIDE

SKILLS: Obtain information from a cable guide
Read the time on the hour
Read the time on the half hour

MATERIALS: Individual pages from a local cable guide programming index
Questions written below a cable guide page

PROCEDURES: Prepare specific questions concerning the information presented on a page in the cable guide.

More advanced students may be given the entire cable guide booklet.

MOVIE SCHEDULE

SKILLS: Read the newspaper for information

MATERIALS: Movie section of the newspaper

PROCEDURES: Answer questions using the movie schedule below.

1. Find the movie Misery.

   Where is it showing?

   How is it rated?

   When does the show begin?

2. Find Soapdish.
   When is it showing?
   How is it rated?
   Where is it showing?

3. How is Ghost rated?

4. Where is FX-2 playing?

5. When is Madonna playing at the Oak Lake 6?

6. Where is the Oak Lake 6 located?

7. Where is the Miracle 5 located?

8. Name one movie you would like to see.
   Where is it playing?
   How is it rated?

9. Would you take your 10-year old sister to see a movie rated "R"?

MOVIE FAVORITES

DIRECTIONS: Find the entertainment section of your newspaper. Select three movies you would like to see. Write down the following information.

Name of movie:
Rating of movie:
Cost of movie:
Time feature begins:
Name of theater:

Name of movie:
Rating of movie:
Cost of movie:
Time feature begins:
Name of theater:

Name of movie:
Rating of movie:
Cost of movie:
Time feature begins:
Name of theater:

USING THE CLASSIFIEDS

SKILLS: Read the newspaper for information

MATERIALS: Small sections of the classified ads glued on paper with questions adjacent

PROCEDURES: Prepare worksheet (described above). Copy or make a transparency for group use. Laminate for repeated use.

Have students read or listen to the questions and answer verbally or on paper.

1. How old are the Siberian Huskies?
2. What number should you call if you want to buy baby parakeets?
3. What colors are the parakeets?
4. When do classes at the canine school begin?

---

1. What does Gaines Landscaping want to buy?
2. How much does the mahogany poster bed cost?
3. What number should you call if you want to get rid of your old dryer?
4. Is the roll-top desk in good condition?

---

1. How many bedroom sets are advertised?
2. If you need a stand for a TV, what number might you call?
3. If you want to spend less than $100.00 on a bed, who should you call?
4. What is the number for A-9 Furniture?

WRITING DIRECTIONS

SKILLS: Write simple three- and four-word declarative sentences
Write a paragraph consisting of ____ sentences

MATERIALS: Paper and pencil

PROCEDURES: Ask students to choose one item about which to write (refer to examples below).

List steps in the order in which they occur.
Examples: Make a sandwich
Boil an egg
Brush teeth
Operate a can opener
Shine shoes
Sew on a button
Make soup from a can
Wash a dog
Make a paper airplane
Set the table
Look up a word in the dictionary
Get a library book
Make a phone call

SENTENCE BUILDING

SKILLS: Write simple, three- and four-word declarative sentences
Write three to five-word interrogative sentences
Write compound sentences

MATERIALS: Index cards
Pen

PROCEDURES: Develop simple sentences (according to the level of the student) and write one word on each card. Keep cards sorted according to the sentences.

Divide the class into groups and give each group a set of cards (may be completed individually).

Each group puts the cards together to form a sentence.

A competition may be initiated if desired.

MAKE YOUR OWN GREETING CARD

SKILLS: Write simple three- and four-word declarative sentences
Write three to five-word interrogative sentences
Write compound sentences

MATERIALS: Greeting cards (used cards are fine)
Construction paper, scissors
Crayons or markers

PROCEDURES: Copy the front of one or more greeting cards.

Have students color the card picture.

Fold construction paper and mount the card picture on the front.
A new greeting card has been formed.

Have students write personalized messages.

TIC, TAC, TOE SPELLING

SKILLS: Spell words from the ____ word list

MATERIALS: Spelling words
Chalkboard

PROCEDURES: Divide the class into two teams (X and O)

Draw a Tic, Tac, Toe game on the chalkboard.

Start the game by calling the first student to the board. Ask him/her to spell the word by writing it on the board (or spell verbally).

If the student is correct, he/she gets to put an "X" or "O" on the Tic, Tac, Toe game.

Repeat procedure with student from the other team.

First team to win three out of five games is the winner.

Source: FDLRS/PAEC, 1980-81, p. 24.

REVERSE SPELLING BEE

SKILLS: Correctly spell new words

MATERIALS: Spelling words

PROCEDURES: Divide the class into two teams.

The teacher spells a word, and the student says the word.

A point is awarded to the team for each correctly spelled word.

Give the other team a chance at the word if the first team makes an error.

The winner is the team with the most points.

VARIATION: To avoid competition, simply let students take turns identifying the spelled word.

Source: SEIMS: Learning Skills, 1977, p. 38 40.03.

LABELS

SKILLS:
Obtain information from a label
Identify meanings of concentrate words and phrases
Read a passage and state the sequence of events
Read a passage and summarize information

MATERIALS:
Miscellaneous household labels: Food
Household products
Medicine

PROCEDURES:
Front of Label:
Identify name and type of product.
Discuss price, if applicable.
Discuss any special vocabulary.

Back of Label:
Locate directions.
Read and discuss steps, explaining new or unusual vocabulary words.

VARIATIONS:
Discuss several brands, comparing weight relative to price (comparison shopping).

Give each student a different label but in the same category. For example, give each student a different type of cake and ask them to compare:

- quantities of the same ingredients
- cooking times
- types of ingredients

Give them different boxes of detergent and ask them to compare:

- amount of detergent
- size of load
- water temperature

SAY OR PAY

SKILLS: Identify vocabulary words: Dolch
Kucera-Francis
Safety
Travel
Service

Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS: Draw a game board on a folder and print target words on the spaces.

Print the numbers 1, 2, or 3 on small cards or use dice.

Paste a book pocket on the folder to hold number cards.

Laminate for durability.

PROCEDURES: Two or more players determine who will go first and place markers on start.

Number cards are placed face down in the center of the game board.

The first player picks up a number card and moves as many spaces as the card indicates.

The student must read the word he/she lands on. If the word is pronounced correctly, he/she stays in the space. If the student is incorrect, he/she must move back to his/her previous position.

The first one around the game board is the winner.

Source: FDLRS/ALPHA, n.d., p. 39.

DICED SYNONYMS AND ANTONYMS

SKILLS:

Identify synonyms
Identify homonyms
Follow directions correctly
Demonstrate appropriate behavior for winning and losing

MATERIALS:

Prepare a game board as pictured.

Print synonyms on one set of cards and antonyms on another (one word on each card)

Dice

Word Cards	Synonym	Antonym	Word Cards
	one		
	two		
	three		
	four		
	five		
	six		
WORD CARDS			

PROCEDURES:

Shuffle antonym and synonym cards together.

Deal each player four cards.

Place one card face down in each space under word cards next to the number words and symbols.

The remaining word cards are placed face down on the bottom word card section.

First player throws the dice and calls out "antonym" or "synonym" before he/she turns over the word card having the same number.

If the player matches the card turned over with a card in his/her hand, the two cards are placed face down in front of the student and counted as one trick.

The space left on the board is filled with a card from the bottom card pile. The new card is placed face down.

If the player cannot make a match with the card turned over, then he/she draws from the pile but may not play until his or her next turn, even if a match is drawn.

The card turned up on the game board remains turned up.

The next player makes a match if he/she can before throwing the dice.

The player must first indicate if he/she is matching with a synonym or antonym.

If unable to match, the player throws the dice, calls the category and turns over the related card.

If he/she throws the same number as the previous player and still cannot match, the student draws a card.

Play continues until one player goes out or until card pile is depleted.

Highest number of tricks wins.

Source: FDLRS/ALPHA, n.d., p. 22.

WRITING AN AD

SKILLS: Read the newspaper for information
Capitalize appropriate words
Use periods after abbreviations

MATERIALS: Classified section of newspaper

PROCEDURES: Review ads in the newspaper.

Prepare an ad for: Selling an item
Renting an apartment
Renting a house

Do not forget: Price
Phone number
Accurate description

CLUSTERING

SKILLS: Improve writing skills: compose sentences and paragraphs

MATERIALS: Handouts as follows

PROCEDURES: Follow instructions on handout sheet.

Write a paragraph.

Source: North Florida Writing Project, 1988

HOW TO CLUSTER

Begin with a nucleus word, circled.

Rapidly write down related thoughts, each in its own circle.

Connect each new circle with a line to the preceding circle.

When something new and different strikes you, begin again at the central nucleus and radiate outward.

If you can not think of associations:

1. Relax and trust the process;
2. Keep your hand busy—fill in arrows, make lines darker, or draw empty circles.

Cluster until you experience a (sudden) sense of what you are going to write about. This sense is your "trial, try-all" web.

Put the trial web vision into two or three focusing statements.

You are ready to write. Your writing will flow naturally. Write a short vignette — half to three-quarters of a page.

As you conclude your writing, bring it full circle by referring to what started your thinking in the first place.

SENTENCE COMBINING

SKILLS: Improve writing skills: compose sentences and paragraphs

MATERIALS: Handouts as follows

PROCEDURES: Instruct students in sentence combining. Do an example or two with them.

Source: North Florida Writing Project, 1988.

THE CHICKEN

DIRECTIONS: Read the story all the way through. You will see that it is not very well written. Study the story, and then write it over again in a better way. You will want to change many of the sentences, but try not to leave out any important parts of the story.

A man lived in a farmhouse. He was old. He lived alone. The house was small. The house was on a mountain. The mountain was high. The house was on top. He grew vegetables. He grew grain. He ate the vegetables. He ate the grain. One day he was pulling weeds. He saw something. A chicken was eating grain. The grain was new. He caught the chicken. He put her in a pen. The pen was under his window. He planned something. He would eat the chicken for breakfast. The next morning came. It was early. A sound woke the man. He looked out the window. He saw the chicken. He saw an egg. The chicken cackled. He thought something. He would eat the egg for breakfast. He fed the chicken a cup of his grain. The chicken talked to him. He talked to the chicken. Time passed. He thought something. He could feed the chicken more. He could feed her two cups of grain. He could feed her in the morning. He could feed her at night. Maybe she would lay two eggs every morning. He fed the chicken more grain. She got fat. She got lazy. She slept all the time. She laid no eggs The man got angry. He blamed the chicken. He killed her. He ate her for breakfast. He had no chicken. He had no eggs. He talked to no one. No one talked to him.

Sentence Combining

We write better when we learn to vary the style of our sentences. One way to do this is to combine two or more sentences into one sentence. This can often be done by making one a clause or a phrase.

Example: I am going to the store. I am going to buy tomatoes and milk. I am going in the morning.

In the morning, I am going to the store to buy tomatoes and milk.

or

I am going to buy tomatoes and milk in the morning when I go to the store.

Another way is to make a compound sentence by adding a conjunction such as and, but, yet, or, because.

Example: The plane is arriving tomorrow. Susan will be home for the summer.

The plane is arriving tomorrow, and Susan will be home for the summer.

Practice Sentence Combining

First read the short, simple sentences listed below. Then read the longer one that follows them, noting the ways in which the ideas are included.

Example: Jerry's friends ate his food.
They sprawled in his living room.
They pretended to listen to his troubles.

Combined, it could say:

Jerry's friends ate his food, sprawled in his living room, and pretended to listen to his troubles.

or it might say:

Jerry's friends ate his food and sprawled in his living room while pretending to listen to his troubles.

or it might say:

While sprawling in his living room and pretending to listen to his troubles, Jerry's friends ate his food.

Check each sentence for two things:

1. the inclusion of all information found in the short sentences;
2. the ways in which the information has been combined in the longer sentences.

Combine these sentences, making one long one out of all the short ones given.

1. Jeannie rushed into the shop.
   She lunged at the burglar.
   She missed.
   She fell head over heals into the display case.

2. It was early one evening.
I was watching television.
I saw a commercial.
It would have insulted a child.
I got angry.

3. The policeman walked down the street.
The street was in the city.
The street was dark.
He stopped occasionally.
He used a flashlight.
He looked in stores.

4. Barbara was lonely.
Barbara was unhappy.
Barbara was almost without hope.
She stood waiting for the bus.
Her shoulders slumped.
The bag was heavy in her hand.

5. Raymond missed school during the playoffs.
Raymond missed school everyday.
Raymond missed school for a week.
Raymond watched every game on television.

6. The refugees walked through the excessive heat.
The refugees walked all day.
The refugees were exhausted.
The refugees walked slowly.
The refugees saw an oasis.

7. Alfred got up early.
Alfred wore his sweatsuit.
Alfred wore his Nikes.
Alfred ran through the park.
Alfred ran in the morning.
Alfred ran every day during July.
Alfred ran three miles.

8. Juan climbed the hill.
He found the hole.
The hole was near the top of the hill.
The hole was covered.
He reached into the hole.
He found a square box.
The box was large.
The box contained stacks of $100 bills.

9. The man was young.
The man was condemned to die.
The man was frightened.
He paced the floor.
The floor was in his cell.
The cell was next to a room.
The room was the execution chamber.
The man looked at the clock.
He looked at it constantly.

10. The pitcher was tall.
He was tanned.
He was nervous.
He walked quickly.
He walked to the mound.
He took the ball.
The coach had held the ball.
He looked at the bases.
Each base had a runner.
The runners were on the other team.

COMBINING SENTENCES TO CREATE A STORY

For the next set of combinings, there will be groups of sentences. Each group should be combined into a separate sentence. Together they will tell a story.

Example: The ashtray sits.
The ashtray is fat.
The ashtray is ugly.
The ashtray is on an arm.
The arm is on an upholstered chair.
The insides are blackened.
The blackening has been made by many cigarettes.
Into it have been crushed cigarettes.
Into it have been heaped bits of food.
Into it have been heaped wads of paper.
Into it have been placed notes.
The notes are personal.
The notes are written on paper napkins.
It pays no attention to what people give it.

The story: The fat, ugly ashtray sits on the arm of an upholstered chair. Its insides are blackened by many cigarettes. Into it have been heaped crushed cigarettes, bits of food, wads of paper, and personal notes written on paper napkins. The ashtray just sits there paying no attention to what people give it.

Now go on to the following pages and practice combining sentences to tell a story.

COMBINING SENTENCES TO CREATE A STORY

Combine the following group of sentences into one per group. The spaces between the groups mean that one sentence is ended and the next one begins. Think of the groups taken together as one story

Larry looked at himself.
He looked in the mirror.
He combed his hair.
It was wavy.
It was long.
It has grown down over his ears.

He combed the bangs to one side.
He placed them over his eyebrows.

Then he pressed his fingertips against the sides of his head.
His fingers dug into his hair.

They tugged.
They put the hair in place.

****

Williams checks in at 6:00 p.m.
Jenner checks in at 6:00 p.m.

They hustle down the stairs.
They hustle to the dispatch office.
They hustle to the patrol car.
The patrol car is ready.
The patrol car is waiting.

They drive the patrol car.
They drive it out of the station.
They drive it out into evening traffic.

They nod to people they know.
They yell "hi" to children.
But they are alert for trouble.
The trouble is possible.

Do you need to rewrite your story?

Most of the townsfolk remember Billy.
The town is small.
They remember him from high school years.

Billy was tall.
Billy was quick.
Billy had big hands.
His hands were sure.

The quarterback would throw the ball.
The ball would loop in an arc.
The arc spiraled.
The arc was toward Billy.

Billy was always in the right place.
Billy was always there at the right time.
He almost always caught the ball.

Now we all wonder.
We wonder about Billy.
We wonder about his feelings.

Billy talks to almost no one.
He just hangs around town.
He does odd jobs.

The wind comes up.
It bends the trees.
The bending is rhythmical.

There is a poising.
It is as if the sky were getting ready.
Clouds move across the horizon.
The clouds are fat.
The clouds are grayish.
The movement is rapid.

The wind becomes gentle.
The trees become still.
They become still suddenly.

Then you feel something on your arm.
The something is light.
The something is wet.

Then the rain begins.
It begins to fall.
It begins to fall heavily.

The hot dogs are long.
The hot dogs are reddish.
The hot dogs are rounded.

They have been laid out.
They are on the griddle.
The griddle is black.
The griddle is old.

There is something on the griddle.
The something is butter.
The butter is yellow.
The butter begins to melt.

The hot dogs begin to sizzle.
They begin to swell.
The swelling is slight.

The sizzling gives off a smell.
The smell is sharp.
The smell is pungent.
The smell causes mouths to water.

OUR FAMILY TALE

SKILLS: Improve writing skills: compose sentences and paragraphs

MATERIALS: Handout as follows

PROCEDURES: Students share, orally, folk tales about their families.

Students compose a brief narrative about one family folk tale.

Student read their stories aloud to class.

Source: North Florida Writing Project, 1988.

FAMILY FOLK TALES

A folk tale is a story people usually pass on from mouth to mouth. You probably know some of the famous American folk tales featuring Paul Bunyan or B'rer Rabbit, but you may have overlooked the folk tales in your own life. Every family has some favorite stories about strange things that happened to Uncle Harry or Grandma. For example, when our family gets together someone always brings up the time a crock of Grandma's homemade pickles fell over in the trunk of our car and made that trunk smell funny for years.

Is there a great story in your family's past? Maybe one about an old car breaking down in the middle of nowhere, or another about what happened during a storm or blackout? Put the story here, for your children and their children to enjoy and pass on.

SHOWING WRITING

SKILLS: Improve writing skills: compose sentences and paragraphs

MATERIALS: Handouts (teacher's choice)

PROCEDURES:

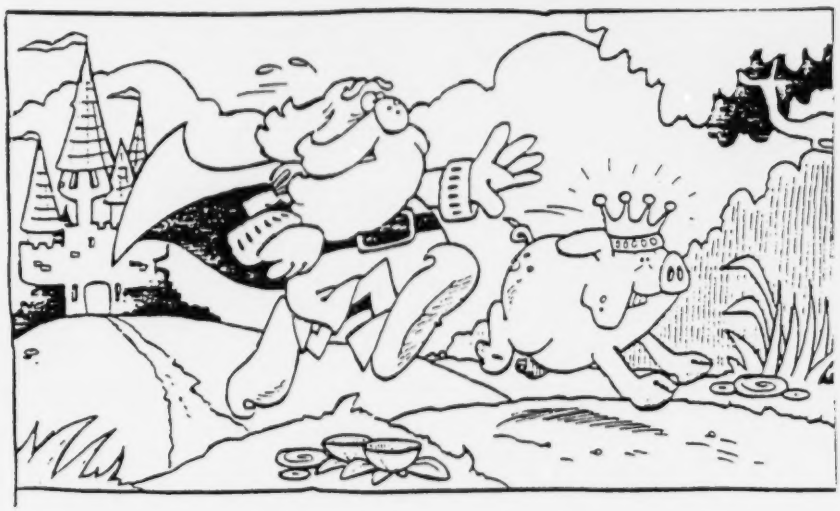
1. Go over handout.
2. Choose one "telling" sentence.
3. Cluster the "telling" sentence.
4. Write a "showing" paragraph without using the "telling" sentence.

Source: Writers in Training: A Guide to Developing a Composition Program for Language Arts Teachers by Rebekah Caplan, Dale Seymour Publications, Palo Alto, California, 1984.

SHOWING WRITING

Showing writing is a technique of writing developed by Rebekah Caplan designed to develop more descriptive writing in students. When students write in generalities, writing instruction needs to move students toward specificity.

Source: Writers in Training: A Guide to Developing a Composition Program for Language Arts Teachers by Rebekah Caplan, Dale Seymour Publications, Palo Alto, California, 1984.



A TELLING PARAGRAPH

Each morning I ride the bus to school. I wait along with the other people who ride my bus. Sometimes the bus is late and we get angry. Some guys start fights and stuff just to have something to do. I'm always glad when the bus finally comes.

A SHOWING PARAGRAPH

A bus arrived. It discharged its passengers, closed its doors with a hiss and disappeared over the crest of a hill. Not one of the people waiting at the bus stop had attempted to board. One woman wore a sweater that was too small, a long skirt, white sweater, socks, and house slippers. One man was in his undershirt. Another man wore shoes with the toes cut out, a soiled blue serge jacket and brown pants. There was something wrong with these people. They made faces. A mouth smiled at nothing and unsmiled, smiled and unsmiled. A head shook in vehement denial. Most of them carried brown paper bags rolled tight against their stomachs.[1]

1. E. L. Doctorow. The Book of Daniel (New York: Random House, Signet Edition, 1971). P. 15.

Fifty suggestions for "telling" sentences:

The room was vacant.	Advertisements can be misleading.
She has a fantastic personality.	The F grade should be abolished.
The party was great.	Camping is a rewarding experience.
I was very embarrassed.	My parents are great people.
My room is a mess.	Reality set in.
The concert was disappointing.	She changed.
My mother bugs me.	The weather was perfect.
The math test was a killer.	A student's life is hard.
The food at the party was incredible.	The streets were crowded.
Those girls are snobs.	The puppy was a terror.
The jocks think they're cool.	He is artistic.
He looked guilty.	She is creative.
He eats like a pig.	The afternoon was a romantic one.
The weather made me nostalgic.	The principal was effective.
The relationship changed.	The game was a close one.
The drive in the car was uncomfortable.	The book was intriguing.
School is boring.	Haste makes waste.
Teenagers should not have curfews.	They lived happily ever after.
My friend was steaming mad.	The climb was exhausting.
This school has great school spirit.	The roller coaster was the scariest ride at the fair.
The pizza tasted good.	
The loss was devastating.	The crossword puzzle was tricky.
The living room was a warm, inviting place.	The new student was lonely.
	The fire drill went miserably.
She acted older than her age.	The substitute teacher was strange.
People make or break a party.	The speaker got everyone's attention.

Students may choose one "telling" sentence as a topic for a paragraph. In this paragraph, they must not use the words in the telling" sentence, except as a conclusion. The paragraph must "show" the meaning of the "telling" sentence without using the "telling" sentence words.

ELEMENTARY WRITING FOR EVERYONE

SKILLS: Improve writing skills: compose sentences and paragraphs.

MATERIALS: Writing materials

PROCEDURES: Explain one writing activity at a time.

Show students a teacher-made example.

Each activity will take one class period
(There are seven activities)

Source: North Florida Writing Project, 1988.

Elementary Writing Ideas for Everyone

1. Name poem:

   Write letters of name down the page, one letter per line.

   Write a one word description of self, being honest (word beginning with letter of name.)

   VARIATIONS:

   1. _____
   2. _____
   3. _____

2. Name poem #2:

   Write letters of name down the page, one letter per line.

   Using more than one word per line, write a mini-story about yourself OR write phrases describing yourself(first word in each line beginning with letter of your name).

   VARIATIONS:

   1. _____
   2. _____
   3. _____

3. Prose poem:

   Complete the sentence "If I were..." with a weather word and idea.

   VARIATIONS:

   1. _____
   2. _____
   3. _____

4. Class poem:

   Complete the sentence "I wish..." by including a cartoon character, a color and the name of a place. Compile sentences on chart or chalk-board for class poem.

   VARIATIONS:

   1. _____
   2. _____
   3. _____

5. "Things I Love":

List fifty (50) things you love (or like). Delete forty (40) items from your list. Use the remaining ten (10) things in a poem.

VARIATIONS:

1. _____
2. _____
3. _____

6. Six-foot poem:

Divide class into groups of four or five per group.

Either assign or let group choose a word to cluster.

After clustering, have group choose a secretary to list all the different words used.

Group will work together to use each word in a phrase.

After deciding sequence, write phrases on long strip of paper.

VARIATIONS:

1. _____
2. _____
3. _____

7. Fantasy Insect:

Fold a sheet of paper in half (long way).

Write name on fold in large letters.

Turn paper over; trace name backwards (use window).

Open paper. Use imagination and create a fantasy insect (?) of your name. Be prepared to tell where your insect was found; what it eats; what it does; and how you take care of it.

Students act as a response group to question designer for more information about insect.

Write the story of the fantasy insect.

VARIATIONS:

1. _____
2. _____
3. _____

IDIOMS AND THEIR MEANINGS

SKILLS: Recognize, define and use vocabulary words

MATERIALS: List of 100 idioms and definitions as follows

PROCEDURES: Choose ten idioms from the list and write on the board.

Have students copy them on paper and write sentences using them correctly.

Students share examples of idiom use.

Idioms and Their Meanings

1.	"kick a habit"	break off a habit
2.	"get lost"	disappear
3.	"knock it off"	stop or cease
4.	"it figures"	seems likely
5.	"make one tick"	motivate
6.	"not my bag"	not what I like to do
7.	"stick around"	stay
8.	"let it slide"	neglect a duty
9.	"search me"	I don't know
10.	"at the end of his rope"	pushed to the limit
11.	"lose one's cool"	get angry
12.	"turn on"	become interested in
13.	"miss the boat"	lose an opportunity
14.	"make waves"	create a disturbance
15.	"throw the book at"	be harsh in judgment
16.	"pull one's weight"	do one's share
17.	"big deal"	not really important
18.	"dish it out"	give abuse
19.	"take the bull by the horns"	act in a determined way
20.	"give a big hand"	applaud by clapping
21.	"play by ear"	play instrument without music
22.	"answer the door"	see who is at the door
23.	"push on"	keep going
24.	"keep an eye on"	watch carefully
25.	"in tears"	crying
26.	"grow out of one's clothes"	get too large for clothes to fit
27.	"give a ring"	call on telephone
28.	"drop a line"	write a letter
29.	"make faces"	a facial expression
30,	"look down upon"	scorn
31.	"get on one's nerves"	make nervous
32.	"drop in on"	call on unexpectedly

33.	"die down"	decrease
34.	"dry up"	stop talking
35.	"blow one's stack"	become angry
36.	"fool around"	play and joke
37.	"stir up"	arouse
38.	"put his foot in his mouth"	make a foolish remark
39.	"kept his head"	remained calm
40.	"cut in"	interrupted
41.	"make room for"	create a space
42.	"go off the deep end"	be rash, hasty
43.	"blow one's top"	become enraged
44.	"brush up on"	review studies
45.	"blue in the face"	can say no more to convince
46.	"go Dutch"	each pays own way
47.	"be bent on doing something"	strong desire to do
48.	"firsthand"	direct
49.	"see eye to eye"	agree
50.	"fringe benefit"	value beyond wages
51.	"put a word in for"	say something positive
52.	"rub the wrong way"	irritate someone
53.	"scratch the surface"	study superficially
54.	"grow on someone"	increase in favor
55.	"bite off more than one can chew"	do more than one is able
56.	"look high and low"	look everywhere
57.	"get on one's high horse"	become angry
58.	"beat around the bush"	act evasively
59.	"hold your horses"	wait patiently
60.	"take with a grain of salt"	believe only half of what is said
61.	"pull the wool over one's eyes"	deceive
62.	"beat one's head against the wall"	frustrate
63.	"drop like a hot potato"	stop friendship immediately
64.	"cut short"	end abruptly
65.	"two strikes against"	at a disadvantage
66.	"pull one's punches"	pretend to fight
67.	"a steal"	a bargain
68.	"on the double"	hurry
69.	"hit the deck"	get on the floor-danger
70.	"get on the ball"	do better in one's assignment
71.	"add fuel to the flame"	make a bad matter worse
72.	"go against the grain"	annoy or trouble
73.	"around the clock"	twenty-four hours continuously
74.	"at wit's end"	unable to solve problem
75.	"babe in the woods"	inexperienced person
76.	"big frog in a small pond"	important person in small position
77.	"born yesterday"	easily fooled
78.	"burn the midnight oil"	study late at night
79.	"paddle one's own canoe"	do by one's self
80.	"put the cart before the horse"	do in wrong order

81.	"cause tongues to wag"	cause gossip or rumors
82.	"climb on the bandwagon"	join something because others do
83.	"eyes pop out"	look very surprised
84.	"feel like a million"	to be in good spirits or health
85.	"go whole hog"	do completely; give all one's attention to something
86.	"go to bed with the chickens"	go to bed early in the evening
87.	"grease monkey"	mechanic at a gas station or garage
88.	"handwriting on the wall"	a forecast that something bad will happen
89.	"see neither hide nor hair"	miss something
90.	"just what the doctor ordered"	exactly what is needed
91.	"keep the wolf from the door"	keep out hunger or starvation
92.	"walk the chalk line"	obey
93.	"with bells on"	arrive with enthusiasm
94.	"pull one's leg"	tell an untruth
95.	"eat a horse"	eat a lot
96.	"bury the hatchet"	forgive each other
97.	"chew the fat"	talk together
98.	"toot one's horn"	brag
99.	"kick the bucket"	die
100.	"sleep like a log"	sleep soundly

Source: The Writing Corner by Arnold B. Cheyney. Goodyear Publishing Company, Inc.

CHARACTER PROFILE

SKILLS: Improve writing skills: compose sentences and paragraphs

MATERIALS: Handout as follows

PROCEDURES:

1. Students choose partners and observe each other's appearance and speech using the handout check sheet.

2. Students write a description of their partner using the check sheet as a guideline.

3. Students read their descriptions aloud to the class without identifying the person described. The class tries to discover the identity.

Source: North Florida Writing Project, 1988. The Big Book of Writing Games and Activities. Goodyear Publishing Company, Inc., 1975.

NAME _____

CHARACTER PROFILE

Select and observe a person. Check the item in each category which most nearly describes that person.

HAIR				
Color:	- blonde	- brown	- black	- other:
Texture:	- stringy	- kinky	- fluffy	- other:
	- sparse	- curly-	- wavy	
FACE	- round	- square	- oval	other:
	-full	- narrow		
COMPLEXION		- ruddy	- pimply	- sallow
	- scarred	- peachy	- pitted	- other:
EYES	- almond	- wide set	- narrow set	other:
	- crossed	- squinty	- glassy	
MOUTH	- bow	- tight-lipped	- full	other:
	- round	- thick-lipped		
TEETH	- pearly	- decayed	- stained	other:
	- buck	- straight	- jagged	
NOSE	- aquiline	- bumpy	- hooked	other:
	- bulbous	- pug	- flat	
BODY TYPE		- fat, round	- thin	- athletic
	- muscular	- square	- rectangular)	
AGE	- young	- middle	- old	
DRESS	- fashionable	- sloppy	- clean	other:
	- hip	- youthful	- dowdy	
SPEECH				
Pattern:	- hesitant	- fluent	- loud	other:
	- suffering	- whispery		
Accent:	**Foreign**	**Regional (U.S.)**		
	- Spanish	- Southern		
	- French	- Eastern	other:	
	- German	- Midwestern		

In 50 words or less, write a narrative description of this person. Be sure to include. the person's most distinctive characteristics.

ADDITIONAL RESOURCES

MULTI-PURPOSE GAMES

The following games may be adapted to teach many skills.

CREATE A GAME

Create a simple game board that requires students to move toward "home" in order to win. Students may roll dice, answer all types of questions, and then progress accordingly.

BINGO

Place words or numbers in the blank spaces (students may fill in their own card if all choices are listed on the board). The teacher or leader calls a word or math fact and students cover the appropriate item. A covered row wins.

Give each student a group of pictures they need to practice identifying. Students arrange the pictures on a blank Bingo board (the size of the board will be determined by the size of the pictures). The teacher or leader calls out the name of an item and students remove the identified picture. An empty row wins.

HANG MAN

Divide the class into two teams. Draw a tree and rope on the chalkboard for each team. Members of each team take turns answering a question. If a student is incorrect, add a part to the man. The first team to hang the man is the loser. Reverse the process and add a part for each correct answer. The first team to successfully hang the man, wins.

SOFT BLOCKS

Cut cube shapes from a foam rubber square approximately three to four inches thick (an electric knife works well). Use them as:

Quiet dice - draw dots on the foam similar to dice. Students may roll them during a game and never make a sound. They are also easy to pick up and see because they are so large.

Attach pictures to each side of the foam square. Students take turns rolling the dice and identifying the picture that is on top.

Building blocks - they fall and never make a sound.

OLD MAID

Divide students into groups of two or more and give each group five or more pairs of cards that can be matched in a specific manner. Also give them one blank or unmatchable card. The cards are shuffled and all cards are dealt to the players. If students have a matched set of cards, they immediately lay them down on the table. Then, students take turns picking one card from the other person's hand, trying to match their cards, and laying pairs on the table. The student who has the blank or unmatchable card left in his/her hand is the loser.

GO FISH

Follow the basic "Go Fish" rules. Give each group of students eight or more pairs of cards that may be matched in a specific manner. Shuffle the cards and give each student four to six cards, leaving the rest in a pile. Students take turns asking each other for a specific card. If the student has the card, he/she must give it to the player who has asked for it, otherwise he/she tells the player to "go fish", and the student picks up one card from the pile. The first player to match all of his/her cards, wins.

TIC, TAC, TOE

The class may be divided into two teams or pairs. Draw a TIC, TAC, TOE on the chalkboard or on paper. Students must answer a question correctly before placing an "X" or "O" on the board. Three in a row, wins!

GUEST SPEAKERS/FIELD TRIPS

Guest Speakers may include:

Cosmetologist
County Health Department personnel
Dental Hygienist
Environmentalist (State Parks)
Fire Department personnel
Government Officials
Humane Society personnel
Parks and Recreation Representatives
Police Department personnel
Telephone Company personnel
Voter's Registration personnel

Field trips using the bus may include:

Airport
Art Exhibits
Barber shop
Beauty parlor
Bowling alley
Bus terminal
Capitol
City Hall
Civic Center
Fire station
Food stamp office
Grocery store
Health Department
Library
Museum
Newspaper office
Parks
Police station
Restaurant
Shopping mall
Supreme Court
Swimming pools
Television station
Wakulla Springs
Zoo

COMMERCIALLY AVAILABLE MATERIAL

The following list of materials may be helpful when attempting to locate appropriate commercial activities for your students.

SELF CARE/DAILY LIVING

I Can Do It! I Can Do It!
Personal Grooming and Physical Hygiene for People with Very Special Needs
Simple pictures show products and procedures for bathing, grooming, skin care, physical hygiene, dental hygiene, birth control, pregnancy, and physical exercise.

Editor: Kathleen Jewett
Publisher: K&H Publishing
Newport Beach, CA
(1981)

I Can Do It! I Can Do It!
Housekeeping Hints for People with Very Special Needs
Step-by-step pictures for cleaning the kitchen, bathroom, bedroom, living and dining areas.

Editor: Patricia Bell
Publisher: K&H Publishing
Newport Beach, CA
(1981)

Self Care - Female Series
Self Care - Male Series
Adult oriented filmstrips and cassettes that show personal hygiene and grooming techniques.

Publisher: Interpretive Education
Kalamazoo, MI
(1977)

Skills for Independent Living: Appliances
Workbook teaches basic functional vocabulary necessary for using a washer, dryer, laundromat and stove. Large, clear, simple pictures. The teacher handbook provides suggestions for discussion and methods of evaluation. Good for non-readers.

Author: Joanne W. Stephenson
Publisher: Mafex Associates
Johnstown, PA
(1983)

Skills for Independent Living: Cooking
Workbook consists of clear, simple pictures that teach identification and procedures for following simple recipes. The teacher's guide suggests strategies for teaching kitchen procedures.

Author: Joanne W. Stephenson

Publisher: Mafex Associates
Johnstown, PA
(1983)

COOKBOOKS

I Can Do It! I Can Do It!
Cookbook for People with Very Special Needs

Publisher: K&H Publishing
Newport Beach, CA
(1981)

Cooking in the Classroom
Author: Janut Bruno & Peggy Dakan

Publisher: Pitman Learning, Inc.
Belmont, CA
(1974)

A Special Picture Cookbook
Author: Freida Steed

Publisher: H & H Enterprises, Inc.
Lawrence, Kansas
(1974)

Peggy's Picture Cookbook
Author: Peggy Ray

Publisher: Mafex Associates, Inc.
Johnstown, PA
(1977)

Young Homemaker's Cookbook
Author: Ann A. Weaver

Publisher: Pitman Learning, Inc.
Belmont, CA
(1974)

Take Care of Yourself
Workbook discusses diets, sleep, muscles, heart, smoking, cavities, eyes, skin, infections, and drugs. Information is presented in paragraph form with brief comprehension questions.

Authors: Linda P. Henika
Deborah D. Vollick

Publisher: Quercus Corporation
Castro Valley, CA
(1982)

Taking Care of Simple Injuries
An extensive kit with workbooks that provide step-by-step pictured procedures for treating simple injuries. Cassettes and filmstrips also give additional demonstrations.

Author: Project MORE/Karen Howard-Brown

Publisher: Hubbard Scientific Company
North Brook, IL
(1979)

Need A Doctor
Workbook teaches what students may expect when they need to see the doctor. Examples: making an appointment, meeting the intake nurse, seeing the doctor, lab tests, when to see a doctor, how to choose a doctor, and medical history.

Authors: Myra A. Lappin, M.D.
Sanford J. Feinglass, Ph.D.

Publisher: Janus Book Publishers
Hayward, CA
(1981)

Basic Health or How to Keep Your Body Happy
Student workbook teaches grooming, nutrition, weight control, exercise, rest, keeping free from disease, care of eyes, ears, venereal disease, smoking, alcohol, and drugs.

Author: Nancy Lobb

Publisher: Frank E. Richards
(1980)

Janus Survival Guides:

Becoming a Driver
Finding a Good Used Car
Getting Around Cities and Towns
Help! First Steps to First Aid
Reading a Newspaper
Reading and Following Directions
Reading Schedules
Using the Phonebook
Using the Want Ads

Workbooks written on a 2.0 to 2.6 reading level, emphasizing reading comprehension, vocabulary development and functional living skills.

Publisher: Janus Book Publishers
Hayward, CA
(1978)

On Your Own: Caring for Your Car
Getting Help - A Guide to Community Services
Need a Doctor?
Sharing an Apartment

Individual workbooks contain realistic stories (2.5 reading level) about young persons.

Publisher: Janus Book Publishers
Hayward, CA
(1978)

Follet Coping Skills Series: Budgeting
Finding Housing
Finding Work
Resources for Lifelong Learning
Using Transportation
Using Community Resources

Individual workbooks present information in paragraph form and lesson reviews. Answers are provided in the back of each workbook. Each page requires extensive reading. Reading level: 3.5.

Publisher: Follet
Chicago, IL
(1977)

Life Skills: Daily Living Skills

Filmstrips and cassettes teach:
Applying for a Job
Budgeting Money
Using Public Transportation
Community and Emergency Services

Teacher's manual includes questions for discussion and worksheets with permission to reproduce.

Publisher: Society of Visual Education (SVE)
Chicago, IL
(1979)

Basic Skill Series:
Applying for Credit
Money Handling
Telling Time
Using the Dictionary
Using the Telephone Book

This kit includes filmstrips, cassettes and a teacher's guide.

Publisher: Interpretive Education
(1974)

Personal, Social, Occupational Skills for Secondary/Adult

Individual cards present strategies and activities for teachers:

Basic Etiquette
Cleanliness and Grooming
Clothing
Communications
Community Participation
Consumer Information
Family Living
First Aid
Foods and Nutrition
Home Management
Interpersonal Relations
Job Application
Job Maintenance
Job Seeking
Leisure Activities
Mental Health
Occupational
Occupational Orientation
Physical Health
Social

Publisher: EBSCO Curriculum Materials
Birmingham, AL
(1978)

Where I Am - Independent Map and Orientation Activities

Individual booklets provide floor plans and a large space for the student to draw his/her own floor plan. Students are asked to draw maps of rooms in their own homes, school and streets.

Publisher: D.L.M.
Allen, TX

Life Styles 80's:
Ads Talk
Building a Good Self Concept
The Comparative Shopper
Finding a Job
Finding Consumer Help
Fraud
Getting Credit
Interviewing
Money
On Your Own
Preparing for Work
Reading Labels

Individual booklets include: (a) large print; (b) high interest, low readability; (c) adult level pictures; (d) cassette tapes; and (e) skill sheets for post-testing.

Editor: E. J. Franco
Publisher: Mafex Associates, Inc.
Johnstown, PA

ABLEST: Adult Basic Literacy Education Skills Training

Curriculum guide includes worksheets and pre/post tests. High interest, low readability series includes:

Community Services
Government and the Law
Health
Money Management
Occupations

Individual books are approximately 50 pages long. Reading level: 1.0-3.0.

Editors: Sherry Royce & Christopher Miller
Publisher: Pitman Learning, Inc.
Belmont, CA
(1980)

REACT: Arrest
Discrimination
Evaluation (On the Job)
I've Been Fired
My Apartment Has Been Robbed
Sickness Then Death

Individual booklets contain a brief skit and questions for discussion. A tape is also provided which gives suggestions for answering the discussion questions.

Publisher: Relevant Productions
Indian Rocks Beach, FL
(1976-80)

Planning for Your Own Apartment

Student workbooks present information concerning how to make plans to live on one's own, look for an apartment, plan for furnishings, shop and buy, plan a budget, decorate, and share responsibilities.

Author: Virginia Sweet Belina
Publisher: Fearon Publishers, Inc.
Belmont, CA
(1975)

Auditory Perception Training II: Figure Ground
Imagery
Memory
Motor

Provides sequential and reinforcement of essential auditory perception skills through cassettes and individual worksheets.

Publisher: Developmental Learning Materials (DLM)
Allen, TX
(1980)

Building Success in Listening: Intermediate Learning Foundations

A supplemental/remedial program stressing listening skills, reading, math, following directions and perceptual motor skills. Lessons take 15-30 minutes.

Publisher: Opportunities for Learning
Chatsworth, CA

SOCIALIZATION

The Big Hassle
The Last Goodbye
The Promise
The Put Down Pro
Time to Change

Individual workbooks contain plays or stories that deal with conflicts with peers or authority and other problems that develop when living independently.

Publisher: Janus Book Publishers
Hayward, Ca
(1980-81)

Values Clarification - A Handbook of Practical Strategies for Teachers and Students

Discussion activities which present questions that encourage students to take a stand on an issue or rate a series of values.

Authors: Sidney B. Simon
Leland W. Howe
Howard Kirschenbaum
Publisher: Hart Publishing
New York
(1982)

C.H.E.E.R. - Counselor's Handbook of Educational Experiences and Resources, Vol. II

Socialization/guidance activities compiled by the Volusia County Elementary Counselors. Many activities are adaptable for adults.

Publisher: School District of Volusia County
Daytona Beach, FL

The Telephone Book Can Help You

Workbook provides 45 different situations (many in paragraph form) and students determine where to look in the phonebook (which is provided) for assistance.

Author: Yehudit Goldfarb
Publisher: Quercus Corporation
Castro Valley, CA
(1979)

READING

Survival Vocabularies:

Banking Language
Clothing Language
Credit Language
Driver License Language
Drug Store Language
Entertainment Language
Job Application Language
Medical Language
Restaurant Language
Supermarket Language

Individual workbooks teach 80 words or phrases associated with a common setting. Words are introduced in groups of five, and activities are repetitive.

Author: Jim Richey
Publisher: Janus Books Publishers
Hayward, CA
(1978-80)

Consumer Awareness: The Hook

Students may take turns reading short plays and discussing gimmicks used in ads and methods used to prompt purchases. Buying habits are discussed in relation to a fishing trip.

Publisher: Interpretive Education
(1979)

Sign Language - A Survival Vocabulary

Four individual books with word cards present cartoon pictures and simple fill-in-the-blank sentences that teach information and warning signs.

Author: Jim Richey
Publisher: Janus Books Publishers
Hayward, CA
(1976)

Functional Sign Match Up

Bingo cards requiring students to match a variety of functional signs.

Publisher: D.L.M.
Allen, TX
(1972)

TMR Safety Word Program

Students discriminate between sets of letters, learning 20 safety words.

Author: James Lattyak
Publisher: Mafex Associates, Inc.
Johnstown, PA
(1979)

Reading Want Ads

Student workbooks present terminology and concepts found in want ads. The format includes: (a) low reading level, (b) large print, and (c) repetition.

Author: Eleanor R. Young
Publishers: CEBCO Standard Publishing
Fairfield, NJ
(1974)

Basic Skills in Following Directions

Duplicating masters that require students to follow directions that might be found on a test, recipe, chart, map, vacuum cleaner or coin-operated washing machine.

Author: Eleanor R. Young
Publisher: CEBCO Standard Publishing
Fairfield, NJ
(1974)

How to Read Classified Ads
How to Read Schedules
Signs for Survival
Telephone Skills

Individually boxed filmstrip, cassette and teacher's guide.

Publisher: Interpretive Education
Kalamazoo, MI

Understanding the Newspaper

Eight cassettes with individual response books, familiarize students with sections of the newspaper, how to read the paper critically, and evaluate information.

Publisher: Coronet
Chicago, IL

Skills for Modern Living: Basic Consumer Reading Techniques

Twenty self-directing cassettes and spirit master worksheets that cover basic consumer reading, filling out forms, consumer awareness, warranty cards, labels, catalogs, menus and using good judgment.

Author: Richard MacKenzie
Publisher: Opportunities for Learning, Inc.
Chatsworth, CA
(1979)

Application and Form Series

Filmstrips, cassettes and workbooks provide a step-by-step approach to filling out employment applications, social security and other vital forms.

Publisher: Interpretive Education
Kalamazoo, MI
(1976)

How to Write Yourself Up

Workbook teaches how to write various types of letters and complete common forms and applications.

Author: John D. Wool
Publisher: Richards Publishing
Phoenix, NY
(1983)

Filling Out Forms

Individual workbooks provide information concerning specific types of forms and blank forms for completion. Extensive reading required on most pages.

Author: Wendy Stein
Publisher: New Reader's Press
Syracuse, NY
(1979)

Life Coping Skills Series:

Facts and Sources - presents libraries, newspapers, maps, radio, and television

Forms and Messages - presents name, address, order forms, messages, applications, and letters

Signs and Labels - presents safety, driving, businesses, and labels

Individual student workbooks provide discussion in paragraph form, and comprehension activities. Extensive reading on most pages.

Publisher: Steck-Vaughn
Austin, TX
(1983)

Hits: High Interest Teaching Systems

Rock and country songs are used in a reading system that develops word analyses, vocabulary and comprehension skills. Reading level 2.5 and up. Approximately 50 different song pack kits available (cassette and individual booklets).

Publisher: Mudulearn
San Juan Capistrano, CA

Comprehension Games Kit - Fact or Opinion

Game board and situation cards where players are asked to move around a game board by determining if their chosen card has advertised a claim that is fact or opinion. May be played by two to six players.

Author: Darensteev
Publisher: Comprehension Games Corporation
Rego Park, NY

Catalog Shopping

Pictures describe how to find one's proper size, use care labels, complete order forms, and calculate shipping charges.

Author: Martha Smith
Publisher: Frank E. Richards Publishing Company
Phoenix, NY
(1977)

Free Learning: For Learning Without Study Through Introductory Offers

Workbook provides sample free offers and comprehension questions concerning the offer.

Publisher: DOK Publishers, Inc.
Buffalo, NY
(1981)

Type It

Linguistically oriented typing program.

Author: Joan Duffy
Publisher: Educator's Publishing Service, Inc.
Cambridge, MA
(1974)

Webster's New World Dictionary

Provides easy to read definitions, large print and useful pictures. Also included are directions on use of the dictionary and various dictionary skills.

Publisher: Prentice-Hall
Basic School Edition
(1983)

MATH

Money Matters - Learning the Calculator

Workbooks and teacher's manual present a sequenced approach to computing on the calculator. Lessons range from "Turning on the Calculator" to "Problems with Decimals."

Publisher: D.L.M.
Allen, TX
(1982)

Calculator Power

Six student workbooks teach simple to complex calculations, ranging from number recognition to two-place multiplication.

Publisher: EMC Corporation
St. Paul, MN

Moving Up In Money

Laminated cards help students learn to identify and count money in sequenced steps. Worksheets present: 1 cent, 5 cents, 10 cents, 25 cents, 50 cents and $1.00.

Publisher: D.L.M.
Allen, TX
(1976)

Menu Math - For Beginners
Menu Math - The Hamburger Hut
Menu Math - The Old-Fashion Ice Cream Parlor

Students build basic math skills by looking at a menu and figuring the cost of eating out. Worksheets may be duplicated by thermofax.

Authors: Barbara Johnson & Kitty Scharf
Publisher: Remedia Publications
(1980)

Paying with Promises

Workbook written on 2.5 grade level presents information on: (a) money orders, (b) lay away, (c) C.O.D., (d) checking accounts, (e) coupons, (f) gift certificates, (g) credit cards, (h) traveler's checks, and (i) loans.

Publisher: Quercus Corporation
Castro Valley, CA
(1980)

Applying for Credit
Bills - How to Pay Them
Loans
Money Handling
Sales Tax
Using Arithmetic for Shopping

Filmstrips and cassettes designed for mentally-handicapped adults. A brief teacher's guide provides discussion questions and related activities.

Publisher: Interpretive Education
Kalamazoo, MI
(1973-78)

React: Getting a Bad Check
React: Overcharged
React: Overdrawn Checking Account
React: Poor Credit Rating
React: Violated Consumer Rights

Cassettes and individual worksheets provide brief situation dialogues in a play format. Questions for discussion are provided which encourage students to react to frustrating or difficult situations.

Publisher: Relevant Productions, Inc.
Indian Rocks Beach, FL
(1976)

Life School Beginning Classroom Modules: Consumer Education

Modules include student worksheets and teacher's guides for Budgeting, Checking Accounts, Clothing, Groceries, Housing, Money, Measuring, Rental, Restaurants, Shopping, and Telephone. The publishers give permission for teachers to reproduce the worksheets for classroom use.

Publisher: Pitman Learning - Fearon Education
Belmont, CA
(1980)

Banking Series: Check Stub
Checking Account I
Checking Account II
Savings Account
What is Banking?

Filmstrips and a cassette introduce banking procedures; workbooks provide practice worksheets.

Publisher: Interpretive Education
Kalamazoo, MI
(1974)

To the Point on Money Management Clusters

Insuring Yourself
Making a Budget
Saving and Investing
Using a Checking Account
Using Credit

Workbooks present facts along with entertaining cartoons. Prepared for use with adults.

Publisher: New Reader's Press
Syracuse, NY

Bank on It: Savings Account

Individual workbooks include opening an account, deposits and withdrawals. Teacher's manual includes directions for use and overhead transparencies.

Publisher: D.L.M.
Allen, TX
(1982)

Sarasota Student Center Series

Combines the teaching of academic and vocational skills for 29 occupations in six major occupational areas:

Building Maintenance
Business
Horticulture Workers
Short-Order Food Cook
Small Engine Mechanics
Vocational Home Economics

Information is presented on the fifth through sixth grade reading level. Available at Florida Diagnostics Learning Resource Services.

Career Related Instruction Series (CRI)

Includes 1,600 modules that teach vocational terminology and concepts. Nine vocational areas are included:

Agriculture and Natural Resources
Automotive and Power Services
Construction
Distribution
Food Preparation and Services
Health
Linear Measurement (Supplemental)
Manufacturing
Office and Business

Information is written on the third through fourth grade level. Available at Florida Diagnostics Learning Resource Services.

Sorting Box

A code is selected and positioned on the lid of a plastic sorting box. Students sort groups of tiles and place them in the correct slot.

Publisher: D.L.M.
Allen, TX
(1978)

Collating, Sorting and Filing - Training Program

Teaches job-related skills common to most sheltered workshops and many industry-based jobs. Students sort by shapes, the alphabet, colors, numbers, and words.

Publisher: EBSCO Curriculum Materials
Birmingham, AL
(1978)

Pre-Vocational Tasks

An entry level skills training program for the severely handicapped. Includes tasks that teach packaging, sorting, assembling, filing, matching, reproducing, and electronics.

Publisher: Edmark Corporation
Bellevue, Washington

Work Habits and Attitudes

Workbook discusses good work habits expressed from an employer's point of view. Encourages self-evaluation.

Publisher: Harvest Labs
Newport, RI
(1981)

What Are Company Benefits?

Filmstrip and cassette presents benefits such as insurance, vacation, sick days, retirement plans, reduced rates on merchandise, bonuses and coffee breaks.

Publisher: Interpretive Education
Kalamazoo, MI
(1977)

Don't Get Fired

Thirteen dialogues illustrating teenagers who are in danger of bad work habits. Exercises to reinforce correct habits are included.

Author: Durlynn Anema
Publisher: Janus Books Publishing
Hayward, CA

Janus Job Interview Guide

Skits depict job interviews and students then evaluate the situation. A variety of entry-level jobs are presented.

Author: Arnold Livingston
Publisher: Janus Books Publishing
Hayward, CA

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